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ABSTRACT

A set of 20 learning modules in early U.S. history for students of English as a Second Language are presented. They are intended for use in alternative classes for limited-English-speakers or in mainstream U.S. history classes as individualized assignments, to give students a basic foundation in U.S. history, introduce them to some of the reading and thinking skills needed to understand social studies materials, and reinforce the English instruction the students are getting elsewhere. Units cover pre-Columbian history, discovery and exploration, the colonial period, and the American Revolution. The content and language have been simplified. Each unit contains a vocabulary section, a short reading, history activities, language activities, and a key to the activities. The vocabulary section includes a word list, definitions, and sentences illustrating word-usage and previewing the reading. Maps and illustrations are provided. (MSE)

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LEARNING PACKETS FOR ESOL STUDENTS

IN

U. S. HISTORY I

Developed by:

MONTGOMERY COUNTY PUBLIC SCHOOLS
ESOL/BILINGUAL DIVISION
DEPT. OF INTERAGENCY, ALTERNATIVE, & SUPPLEMENTARY EDUCATION
ROCKVILLE, MARYLAND

SUMMER 1981

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Dr. Glen Cutlip, Branch Chief

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These learning packets were developed during the summer of 1981, under a grant from the Basic Skills Branch, Division of Instruction of the Maryland State Department of Education, through the Indochinese Refugee Assistance Act funds.

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INTRODUCTION

Purpose of the Packets

These packets were written to be used with ESOL students in alternative ESOL classes or in mainstream U. S. history classes as individualized assignments. They are intended to give the student a basic foundation of U. S. history, to introduce him/her to some of the reading and thinking skills needed to understand social studies materials, and to reinforce the English instruction the student is getting in his/her English class.

Description of the Packets

The twenty packets that have been developed cover American history from pre-Columbian Indians through the American Revolution. The content has been simplified, but hopefully, distortion of the facts has been avoided. Each packet contains a vocabulary section, a short reading, history activities, language activities, and a key to activities.

The vocabulary section includes a list of words likely to cause problems for ESOL students, a definition of those words, and sentences showing how the words are used. The sentences are designed to preview the reading as much as possible.

The reading in each packet attempts to present the topic clearly and directly. The vocabulary is simplified and complex grammatical structures have been avoided. The approximate grade level of the readings is grade three according to the Fry Readability Formula. The reading should not be difficult for the average intermediate or advanced ESOL student, although a low intermediate student may have some difficulty with the English. A beginning ESOL student, however, will not be able to understand the material without additional help.

The history activities are planned to check comprehension of the reading material and teach some basic skills related to reading and understanding social studies materials. The language activities are intended to reinforce the language instruction the ESOL student is receiving in his/her ESOL class.

Use of the Packets

Although these packets were designed mainly for use in U. S. history classes for ESOL students, it is hoped that mainstream teachers will also find the packets useful. The packets may be used, in mainstream U. S. history classes, with ESOL students or students with reading problems. In some cases, a teacher may want a student to work on a packet with a tutor or student resource teacher. In other cases, a student may be able to participate in a regular class but work on a packet as an individualized homework assignment. A student who uses a packet should be tested from the material in the packet.

The Key to Activities at the end of each packet may at times be used by a student when the teacher feels that he will benefit by checking his own work.

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C O N T E N T S

Topical List of Packets

PAGE

Section I Discovery and Exploration

Packet 1 The First Americans 5

Packet 2 Columbus Discovers America 21

Packet 3 Europeans Explore America 37

Packet 4 Discovery and Exploration: Summary Activities 51

Section II The Colonies in North America

Packet 1 People from Europe Come to Live in America 61

Packet 2 Jamestown 71

Packet 3 The Pilgrims Come to America 83

Packet 4 Other English Colonies Begin in North America 95

Packet 5 Life in the Colonies 107

Packet 6 Government in the Colonies 117

Packet 7 The French and Indian War 129

Packet 8 The Colonies in North America: Summary Activities . . 139

Section III The American Revolution

Packet 1 England Makes New Laws for the Colonies 149

Packet 2 Taxation Without Representation 159

Packet 3 The Boston Massacre 171

Packet 4 The Boston Tea Party 181

Packet 5 The Shot Heard Around the World 193

Packet 6 America Declares Its Independence 205

Packet 7 America Fights and Wins 217

Packet 8 The American Revolution: Summary Activities 231

Section I DISCOVERY AND EXPLORATION

Packet 1 The First Americans

Packet 2 Columbus Discovers America

Packet 3 Europeans Explore North America

Packet 4 Discovery and Exploration:
Summary Activities

THE FIRST AMERICANS

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The First Americans

A. New Words to Learn and Use

bridge	tribe	Indians	farmers
hunters	to settle	nomads	

1. bridge - something that connects two pieces of land

   To go from Virginia to Washington, D.C., you must drive your car on a bridge over the Potomac River.

2. tribe - a small group of people that live together and speak the same language.

   The name of a tribe of Indians that lived in Florida was the Seminole tribe.

3. Indians - the name we give to the first people who lived in North and South America

4. farmers - people who live and work on a farm

   Many Indians were farmers.

5. hunters - people who kill animals for food and other uses.

   The hunters killed buffalo for food and clothes.

6. to settle in a place - to be the first people to live in a place

   The Mohawks settled in the eastern part of North America.

7. nomads - people who move from one place to another

   The Seminole Indians were nomads.

The First Americans

B. Mini-Reading

The first people who lived in America came from Asia. Thirty thousand years ago there was an ice and land bridge between Asia and America. Many believe that people from Asia walked across this bridge and came into North America and settled in different parts of North and South America. Look at the map below.

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8

The First Americans

B. Mini-Reading (continued)

These people who came from Asia are called "Indians." The Indians lived in groups and spoke different languages. These groups are called "tribes." The names of some of the Indian tribes in North America are the Dakota, Seminole, Comanche and Cheyenne. Look at the map below and you will see the names of some of the other Indian tribes in North America and where they lived.

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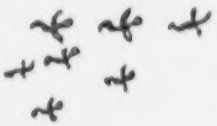
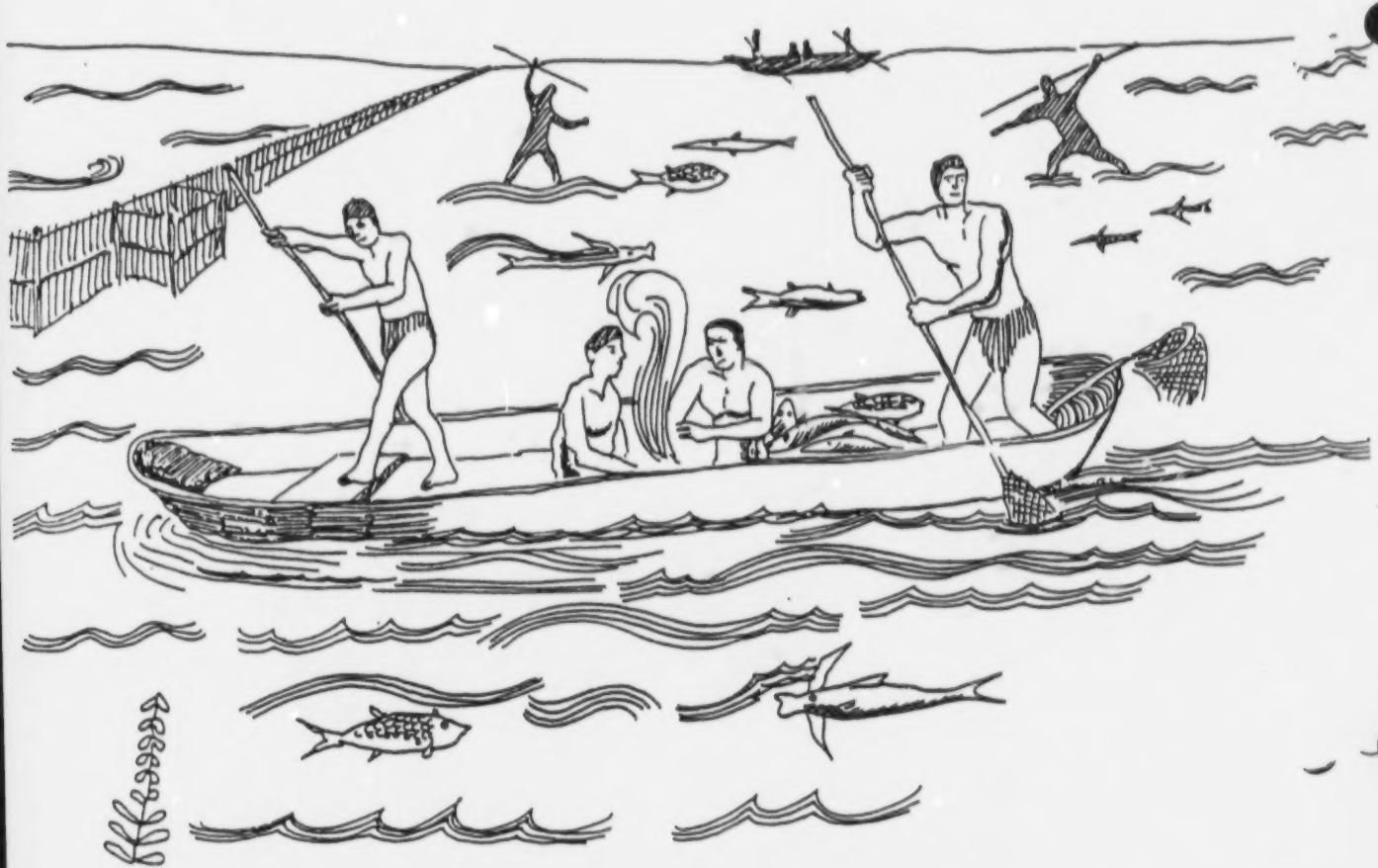
B. Mini-Reading (continued)

The Indians that lived in places that were good for farmir.g became farmers. Some Indians lived in places that were not good for farms. They became hunters and followed the animals for their food. These Indians were "nomads" who moved their homes when the animals moved to find water. Some Indians lived near water and they became fishermen.





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The First Americans

C. History Activity #1

Mini-Reading Questions

Answer the following questions with complete sentences. The questions are about information from the mini-reading "The First Americans".

1. Where did the first people who lived in America come from?

2. How did they get to North America?

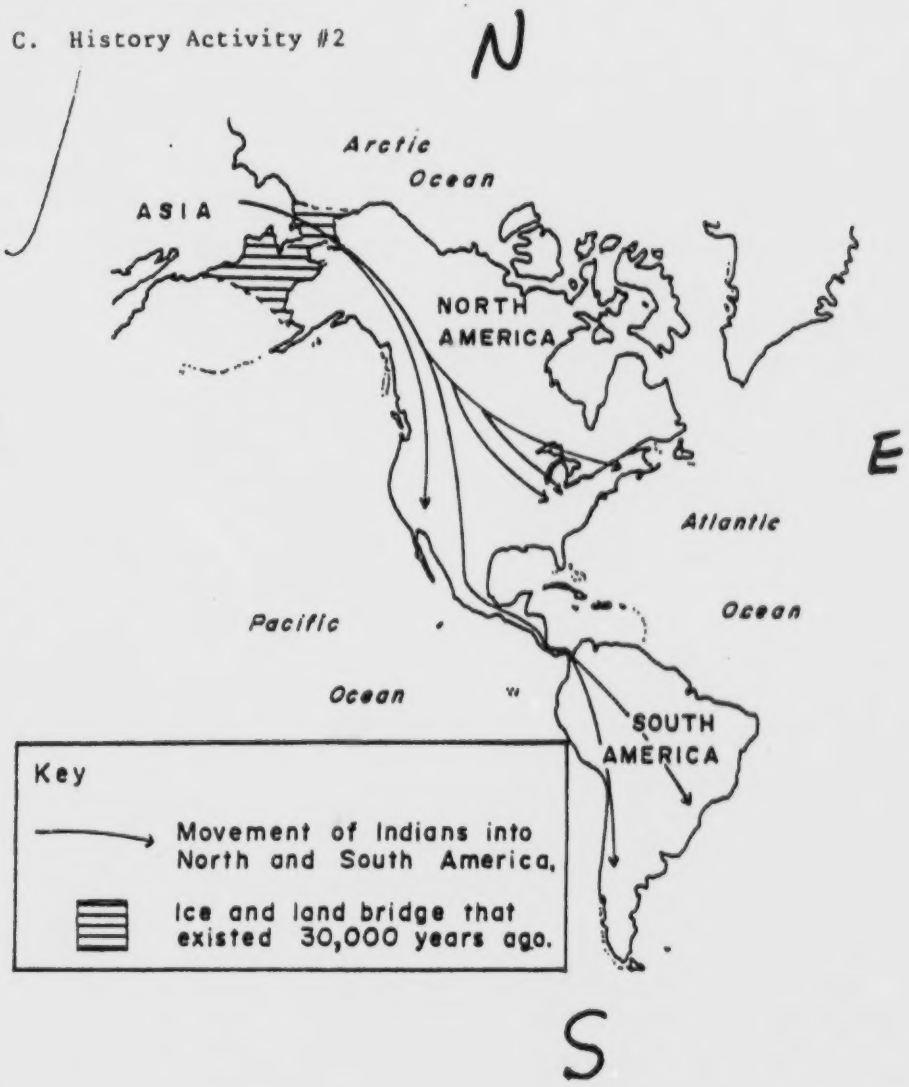
3. What do we call the first people to come to America?

4. Some of the Indians were farmers. What were others?

11

The First Americans

C. History Activity #2



Look at the map above and label the following sentences true or false.

1. _____ The ice and land bridge touched Asia and South America.
2. _____ The ice and land bridge is not there today.
3. _____ The map above shows how the Indians crossed the Pacific Ocean by boat.
4. _____ According to the map some Indians traveled into South America.
5. _____ The map does not show the continent of Europe.

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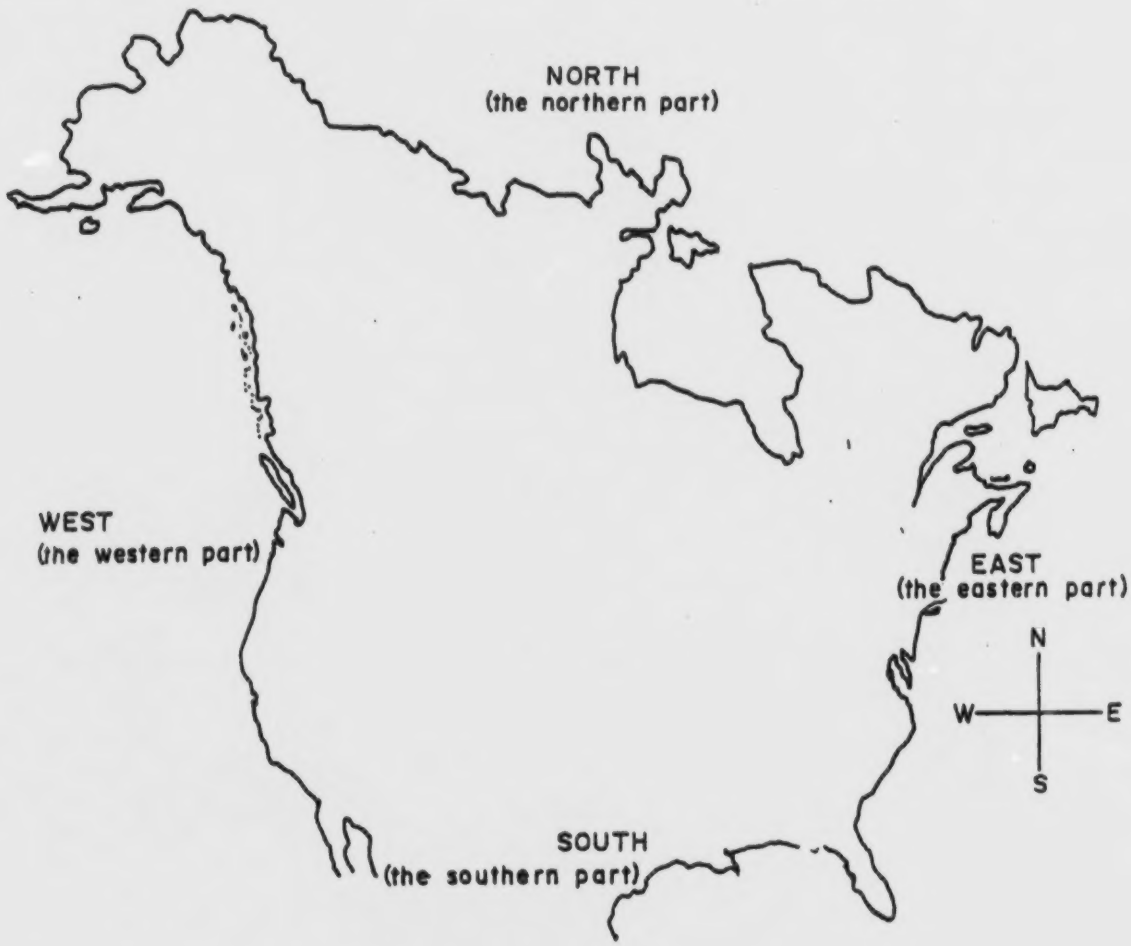
The First Americans

C. History Activity #3

Cardinal Directions on a Map

People use cardinal directions to show direction on a map. On the map below the cardinal directions are on the right side of the map. "N" means north, "E" means east, "S" means south and "W" means west.



Each direction, north, south, east and west, has an adjective form that can be used in English to show location. For example, if something is in the north, it is in the northern part. See the map above.

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The First Americans

C. History Activity #3 (continued)

Use the map below to fill in the blanks with the adjective form of the direction words (northern, eastern, southern, and western). The first one is done for you.

1. The Dakota lived in the northern part of what is now the United States.
2. The Seminoles lived in the _____ part of what is now the United States.
3. The Powhatan lived in the _____ part of what is now the United States.
4. The Chinook lived in the _____ part of what is now the United States.
5. The Mono lived in the _____ part of what is now the United States.
6. The Iroquois lived in the _____ part of what is now the United States.

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The First Americans

D. Language Activity #1

Verbs - Simple Past Tense

Verbs in English are divided into two groups. They are called regular and irregular. Regular verbs always end with "-ed" for the simple past. Irregular verbs have different forms for the simple past. To learn irregular verb forms you have to memorize them. Here are some of the verbs that were in the first mini-reading:

Regular Verbs		Irregular Verbs	
Simple Form	Past Form	Simple Form	Past Form
live	lived	come	came
walk	walked	be	was, were
settle	settled	speak	spoke
follow	followed	become	became
move	moved	catch	caught
hunt	hunted		

The First Americans

D. Language Activity #1 (continued)

Fill in the blanks with the correct past tense form of one of the verbs on the previous page. The first one is done for you. There are several possible correct answers for each sentence.

1. The Indians came to America thousands of years ago.
2. There _____ many Indian tribes in the southwest region of North America.
3. The Indians _____ across a land and ice bridge in order to find a better home.
4. Many Indians _____ in small tribes.
5. Some Indians _____ animals to use them for food.
6. Some Indians lived near a river and _____ fishermen.
7. The nomads _____ from place to place, hunting and fishing as they went along.
8. Thousands of years ago, Indians _____ in parts of North and South America.

The First Americans

D. Language Activity #2

Using Adjectives

Adjectives are words that go in front of nouns or after linking verbs. The most common linking verb is be (am, is, are, was, were, etc.) Other linking verbs are "seem," "taste," "feel," and "become."

Example of an adjective in front of a noun:

The Indians lived in good places for farms.

Example of an adjective after a linking verb:

Some Indian tribes were large.

Fill in the blanks with any appropriate adjective you can think of.

1. The Indians spoke _____ languages.
2. The _____ people who lived in America came from Asia.
3. The Indians lived in _____ tribes.
4. Crossing the ice and land bridge was a _____ trip.
5. Indians hunted for many _____ animals.

The First Americans

D. Language Activity #3

Making Sentences about the Indians

Put the following groups of words in correct order and make sentences about the Indians. Use the past tense of the verb. Don't forget capital letters and periods. The first one is done for you.

1. large/hunt/animals

The Indians hunted large animals.

2. speak/languages/different

3. in/fish/small/rivers/catch

4. live/North/South/America/and/ in

5. Americans/be/first/the

The First Americans
Key to Activities

History Activity #1

1. They came from Asia.
2. Many people believe they walked across an ice and land bridge from Asia.
3. We call them Indians.
4. Others were hunters and fishermen.

History Activity #2

1. false, 2. true, 3. false, 4 true, 5. true

History Activity #3

1. northern, 2. eastern (or southern), 3. eastern, 4. western (northern)
5. western, 6. eastern (northern)
(Note to the teacher: Teaching intermediate points on the compass (northeast, northwest, southwest, southeast) might be a good follow up activity to History Activity #3.)

Language Activity #1

(Answers may vary. The following from the list of verbs given are acceptable.)
2. were, 3. walked, moved, 4. lived, 5. hunted, caught, followed
6. became, were, 7. moved, walked

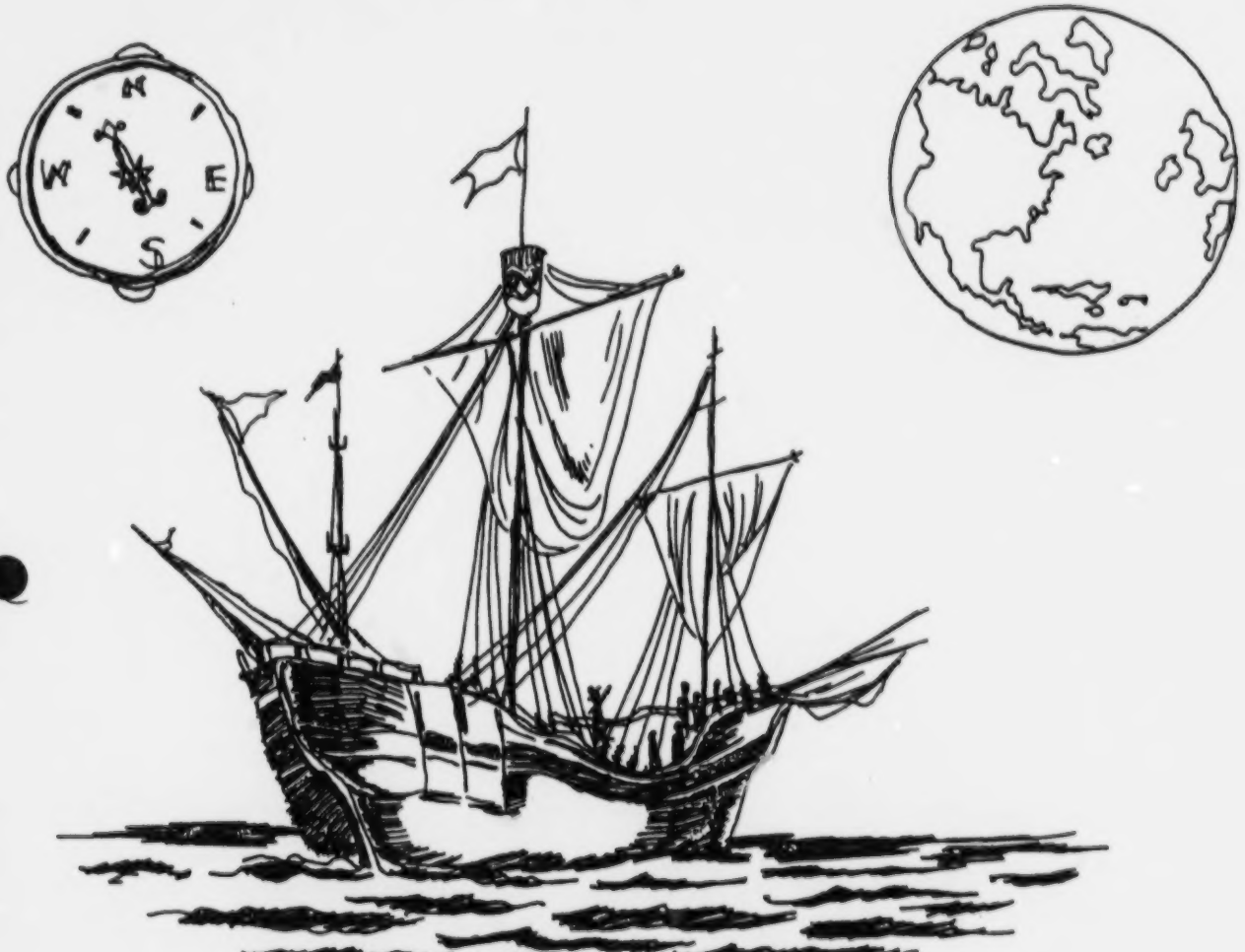
Language Activity #2

(Answers may vary. The following are possible choices.)
1. different, 2. Indian, 3. small, 4. dangerous, 5. different

Language Activity #3

2. The Indians spoke different languages.
3. The Indians caught small fish in rivers. (or The Indians caught fish in the small rivers.)
4. The Indians lived in North and South America.
5. The Indians were the first Americans.

19/20



COLUMBUS DISCOVERS AMERICA

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Columbus Discovers America

A. New words to Learn and Use

continent	world	trader	to travel	queen
sailor	to sail	dangerous	voyage	

1. continent- a very large piece of land

   There are seven continents in the world.

2. world - the earth we live in

   Columbus did not know about all the continents of the world.

3. trader - a person who buys and sells things

   Traders from Europe traveled to Asia to bring things from China and India.

4. to travel - to go from one place to another

   Columbus and his men traveled to an unknown continent.

5. dangerous - full of danger

   In the days of Columbus it was very dangerous to cross the ocean in a small ship.

6. sailor - a person who works on a ship

   Christopher Columbus was a sailor.

7. to sail - to travel by boat

   Columbus and his men sailed for many days before they saw land.

8. queen - the wife of a king or the female ruler of a country

   Queen Isabella liked Columbus' plan and decided to help him.

9. voyage - going to a place by ship

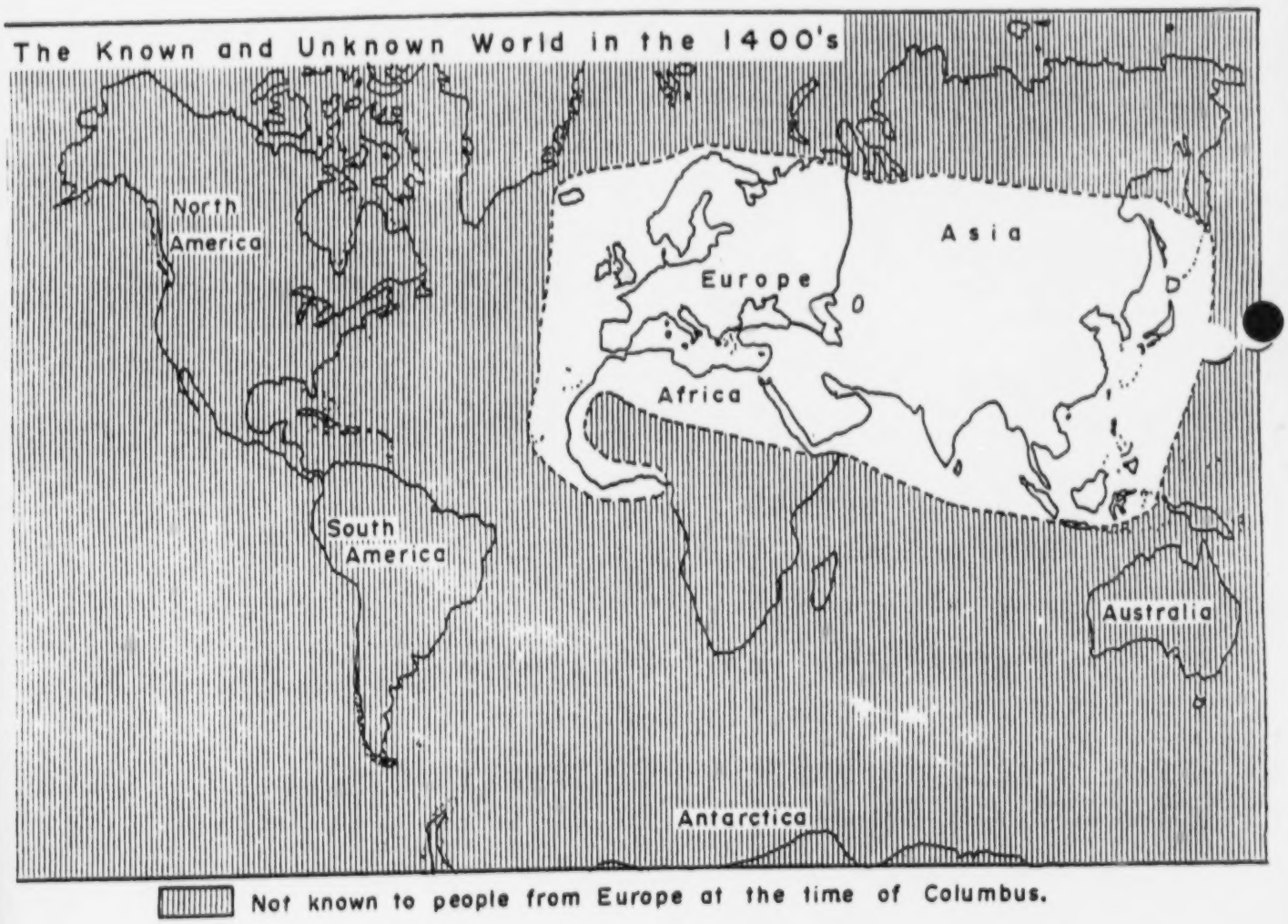
   Columbus' voyage took many weeks.

23

Columbus Discovers America

B. Mini-Reading

In the 1400's people who lived in Europe did not know about all the continents of the world. They knew about Europe, Asia and part of Africa. But they did not know about North America and South America Look at the map below.



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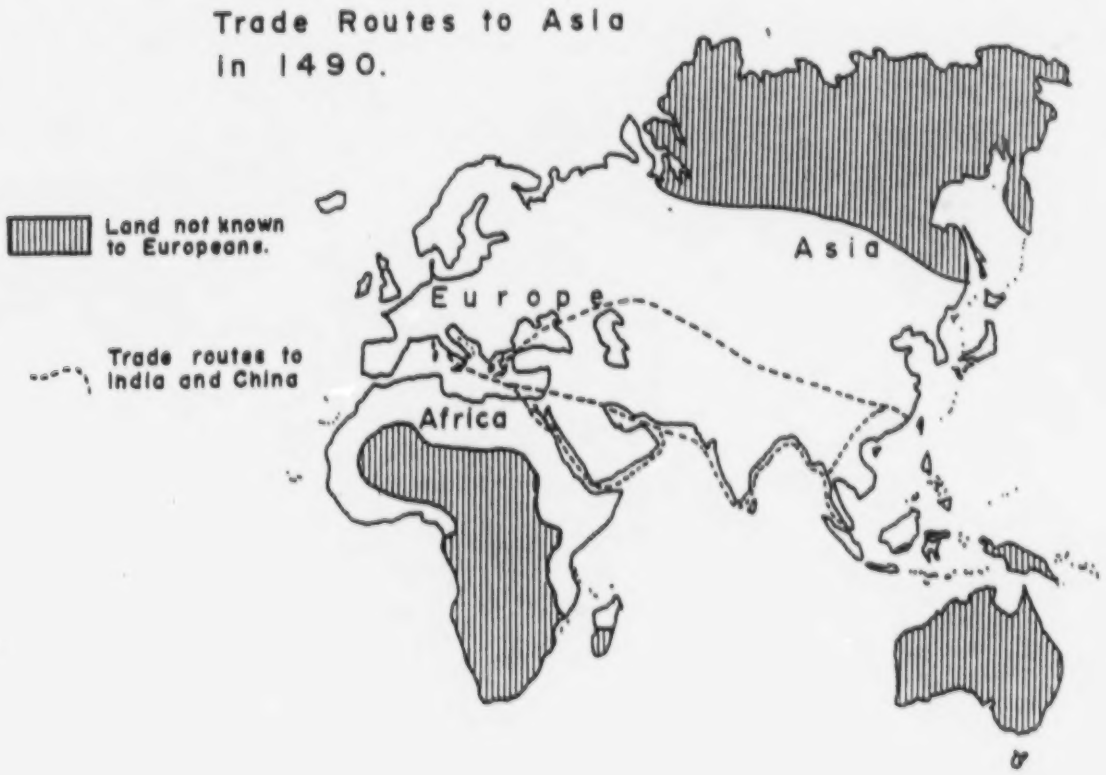
24

Columbus Discovers America

B. Mini-Reading (continued)

The people who lived in Europe liked to buy things from Asia. Traders from Europe traveled across Europe and Asia on land and sea. They wanted to bring things from India and China and sell these things in Europe. But the trip was very long and dangerous. The map below shows some of the trades routes to Asia.



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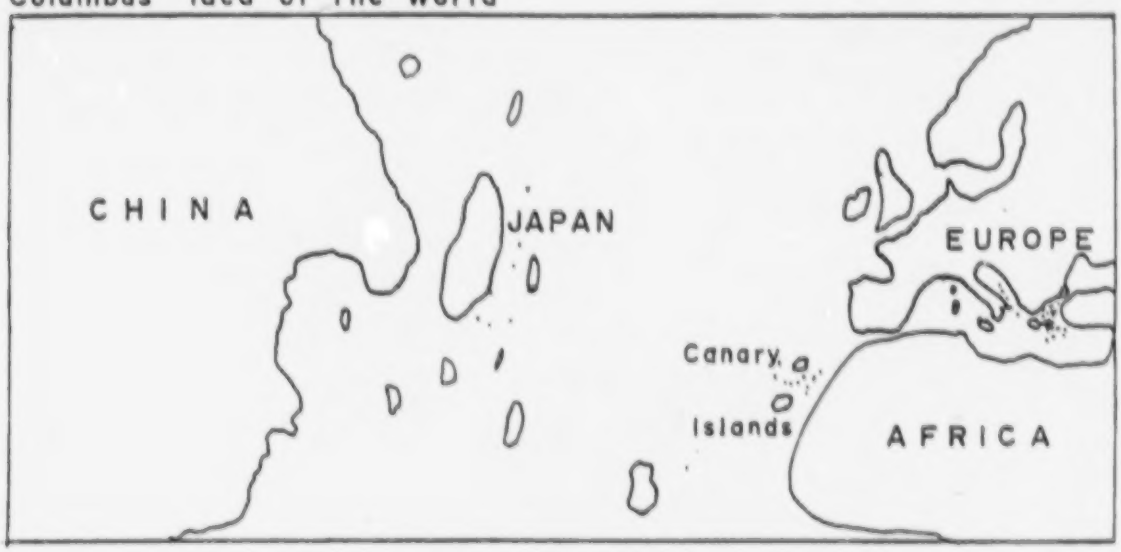
Columbus Discovers America

B. Mini-Reading (continued)

Christopher Columbus was a sailor from Italy. He thought about India and China. He believed the earth was round and he believed a ship could sail from Europe to Asia. Asia was east of Europe. But Columbus thought that he could go there by sailing west.

Columbus' Idea of the World



Christopher Columbus tried very hard to get ships to sail west to Asia. In 1492, the Queen of Spain, Queen Isabella, gave Columbus three ships, the "Nina," "Pinta," and "Santa Maria." In August of 1492, Columbus and his men started on their voyage. They sailed for many weeks but did not see land. The men became afraid because they did not know where they were going. Finally, in October, 1492, they saw land. Columbus and his men believed they were in India. Columbus called the first people he met "Indians." But Columbus was not in India. He was in the place we now call America.

26

Columbus Discovers America

C. History Activity #1

Mini-Reading Questions

Answer the following questions with complete answers. The questions are about the information in the mini-reading "Columbus Discovers America."

1. Why did traders from Europe go to Asia?

2. Who was Christopher Columbus?

3. What did he believe?

4. Who gave Columbus three ships?

5. How long did Columbus and his men sail before they saw land?

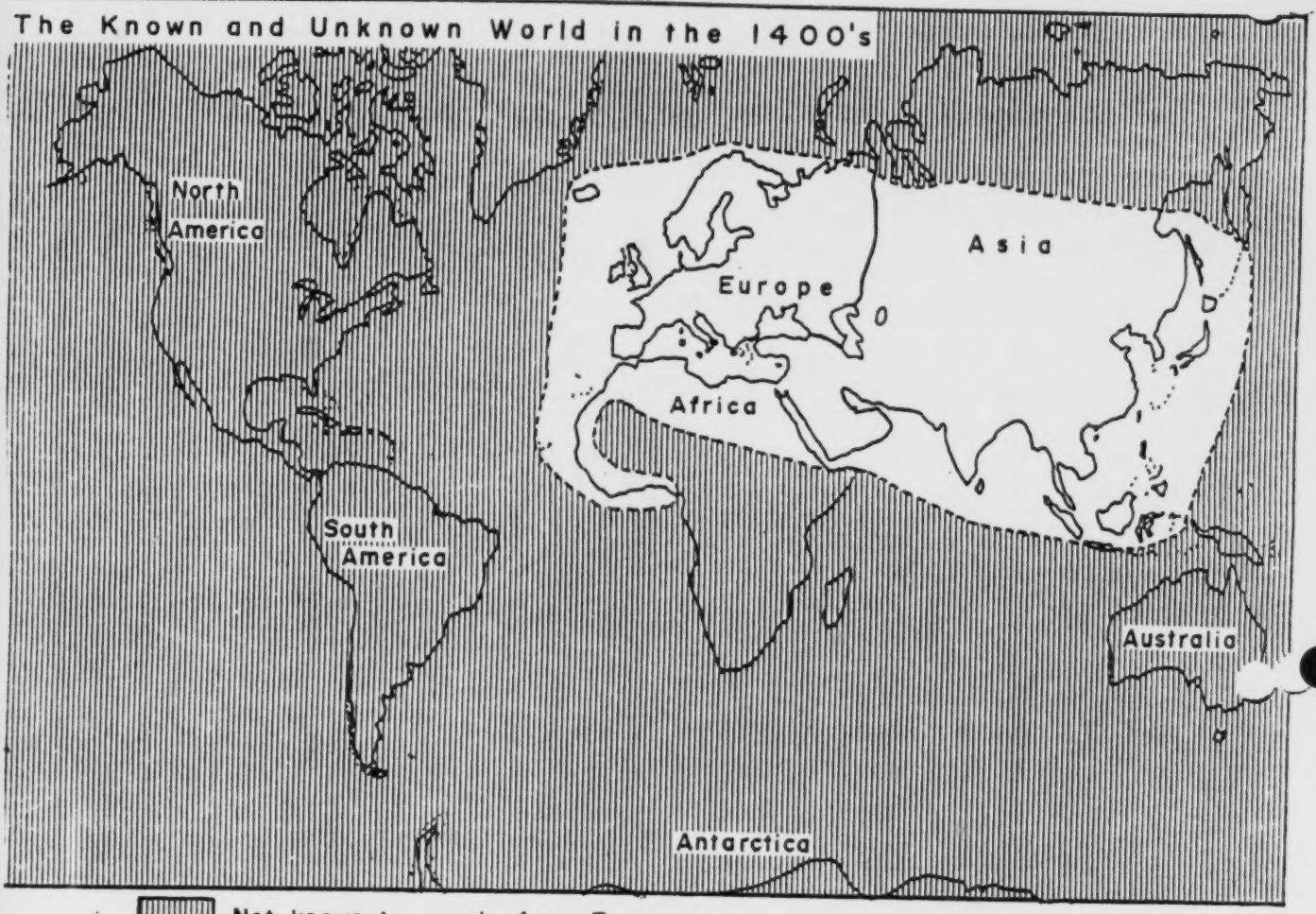
6. Why were the men afraid?

7. When did they finally see land?

8. When Columbus and his men saw land, where did they think they were?

Columbus Discovers America

C. History Activity #2



Write sentences below about the information in the map above. Tell if the people living in Europe in the 1400's knew or didn't know about the different continents of the world. The first two are done for you.

1. Northern Africa - The people who lived in Europe in the 1400's knew about Northern Africa.
2. Southern Africa - They didn't know about Southern Africa.
3. most of Asia - They
4. North America - They
5. South America - They
6. Antarctica - They
7. Europe - They

28

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Columbus Discovers America

D. Language Activity #1

Making Yes/No Questions in the Simple Past

One type of question that people ask in English is the question that can be answered with yes or no. For most verbs, to make questions in the simple past, you must use the word "did" and change the verb to the simple form.

Example: Statement - Columbus asked the queen of Spain for help.

Question - Did Columbus ask the queen of Spain for help?

The verb be is different. To make yes/no questions you must put the verb in front of the subject. Do not use "did."

Example: Statement- Columbus was from Italy.

Question - Was Columbus from Italy?

Write the questions that the teacher would ask to get the following answers from the students. The first two are done for you.

1. Teacher: Did Columbus know about Asia?

   Student: Yes, Columbus knew about Asia.

2. Teacher: Was Isabella the queen of Spain?

   Student: Yes, Isabella was the queen of Spain.

3. Teacher: _____

   Student: Yes, the people who lived in Europe liked to buy things from Asia.

4. Teacher: _____

   Student: Yes, Columbus was a sailor from Italy.

5. Teacher: _____

   Student: Yes, Columbus believed the earth was round.

29

D. Language Activity #1 (continued)

6. Teacher: _____

   Student: Yes, Columbus thought he could go to Asia by sailing west.

7. Teacher: _____

   Student: Yes, the men became afraid.

8. Teacher: _____

   Student: Yes, the Queen of Spain gave Columbus three ships.

9. Teacher: _____

   Student: Yes, Columbus and his men believed they were in India.

10. Teacher: _____

    Student: Yes, Columbus was in the place we now call America.

30

Columbus Discovers America

D. Language Activity #2

Negative - Simple Past

To form the negative in the simple past tense we use "did not" or "didn't" and the simple form of the verb.

Example: affirmative - Columbus reached America.

negative - Columbus was not a mechanic.

Answer the following questions with the word "no" and a complete negative sentence. Then write an affirmative sentence giving the correct information. The first one is done for you. Use the reading "Columbus Discovers America" to help you with your answers.

1. Did the people who lived in Europe in the 1400's know about North and South America?

   negative - No, they didn't know about North and South America.

   affirmative - They knew about Europe, Asia, and part of Africa.

2. Was the trip to India and China short and safe?

   negative - _____

   affirmative - _____

3. Was Christopher Columbus from Germany?

   negative - _____

   affirmative - _____

4. Did Christopher Columbus believe the Earth was flat?

   negative - _____

   affirmative - _____

5. Were Columbus' three ships the "Nina", the "Pinta", and the "Santa Isabella"?

   negative - _____

   affirmative - _____

D. Language Activity #2 (continued)

6. Did Columbus think he could go to India by sailing east?

   negative - _____

   affirmative - _____

7. Did Queen Isabella give Columbus one ship?

   negative - _____

   affirmative - _____

8. Did Columbus and his men reach America in 1450?

   negative - _____

   affirmative - _____

9. Were the men afraid because they didn't like Columbus?

   negative - _____

   affirmative - _____

10. Did Columbus believe he was in America?

    negative - _____

    affirmative - _____

11. Was Columbus in India?

    negative - _____

    affirmative - _____

32

Columbus Discovers America

D. Language Activity #3

Pronouns

Pronouns are words used in place of nouns. We use pronouns so that we don't have to repeat nouns.

Some pronouns are used as subjects in a sentence.

Example: "I," "you," "he," "she," "it," "we," and "them"

Some pronouns are used as objects of verbs or prepositions.

Example: "me," "you," "him," "her," "it," "us," and "them"

Rewrite the following paragraph changing the underlined words to the correct pronouns. Write this activity on a separate piece of paper.

In 1492, the Queen of Spain was Isabel de Castilla. Isabel de Castilla was one of the best queens of Spain. Christopher Columbus went to Spain to see Isabel de Castilla. Christopher Columbus asked the queen to give him some money for a trip to find a sea route to India. Isabel de Castilla decided to help Columbus and gave Columbus three ships. The ships were the "Nina," the "Pinta," and the "Santa Maria." In August of 1492, Columbus and his men started on their voyage. Columbus and his men saw land in October of 1492.

Columbus Discovers America
Key to Activities

History Activity #1

1. They wanted to bring things from India and China and sell these things in Europe.
2. He was a sailor from Italy.
3. He believed the earth was round and that ships could sail from Europe to Asia.
4. Queen Isabella of Spain gave him three ships.
5. They sailed for two months (August and September) before they saw land.
6. They saw land in October, 1492.
7. They thought they were in India.

History Activity #2

3. They knew about most of Asia.
4. They didn't know about North America.
5. They didn't know about South America.
6. They didn't know about Antarctica.
7. They knew about Europe.

Language Activity #1

3. Did the people who lived in Europe like to buy things from Asia?
4. Was Columbus a sailor from Italy?
5. Did Columbus believe the earth was round?
6. Did Columbus think he could go to Asia by sailing west?
7. Did the men become afraid?
8. Did the Queen of Spain give Columbus three ships?
9. Did Columbus and his men beleive they were in India?
10. Was Columbus in the place we now call America?

Language Activity #2

2. No, it wasn't short and safe.
   It was long and dangerous.
3. No, he wasn't from Germany. He was from Italy.
4. No, he didn't believe the earth was flat. He believed it was round.
5. No, they weren't the "Nina," "Pinta," and "Santa Isabella." They were the "Nina," "Pinta," and "Santa Maria."

Columbus Discovers America
Key to Activities

Language Activity #2 (continued)

6. No, he didn't think he could go to India by sailing east. He thought he could go to India by sailing west.
7. No, she didn't give him one ship. She gave him three ships.
8. No, they didn't reach America in 1450. They reached America in 1492.
9. No, they weren't afraid because they didn't like Columbus. They were afraid because they didn't know where they were going.
10. No, he didn't believe he was in America. He believed he was in India.
11. No, he wasn't in India. He was in America.

Language Activity #3

In 1492, the Queen of Spain was Isabel de Castilla. She was one of the best queens of Spain. Christopher Columbus went to Spain to see her. He asked her to give him some money for a trip to find a sea route to India. She decided to help Columbus and gave him three ships. They were the "Nina," "Pinta," and the "Santa Maria." In August of 1492, Columbus and his men started on their voyage. They saw land in October of 1492.

Europeans Explore North America

A. New Words to Learn and Use

to discover	to explore	gold
to claim land	coast	

1. to discover - to find something or some place for the first time

   Columbus discovered America.

2. to explore - to go to a place for the first time and see what is there.

   Ponce de Leon explored Florida.

3. gold - a valuable yellow metal used for money or jewelry

   Many of the explorers were looking for gold.

4. coast - the land next to the sea

   Verrazano explored the eastern coast of North America.

5. to claim land - to say that land belongs to a person or a country

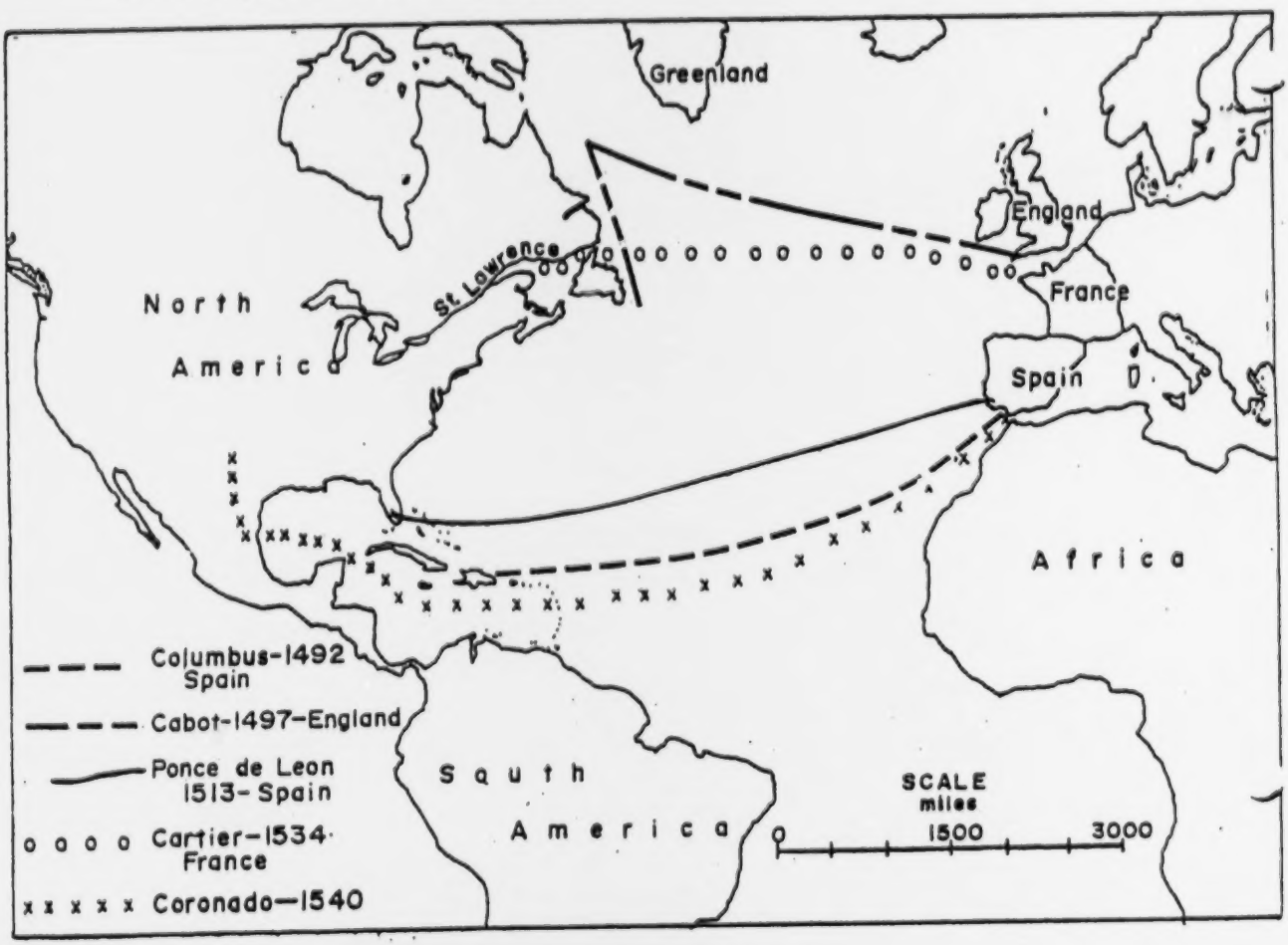
   England claimed the eastern part of North America.

Europeans Explore North America

B. Mini-Reading

After Columbus discovered America, other men from Europe came to explore this new land. They wanted to see what was in this land. Some wanted to find things that they could bring back to Europe and sell. Some wanted to find gold.

Men from Spain, France, and England came to explore North America. In 1497, a man named John Cabot, who represented England, explored the eastern coast of North America. In 1513, Ponce de Leon, from Spain, discovered and explored Florida. Coronado explored the western part of what is now the United States in 1540. Four years later, another man, Cartier from France, discovered and explored the St. Lawrence River in the northern part of North America.



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Europeans Explore North America

C. History Activity #1

Main Idea of a Paragraph

A paragraph is a group of sentences about one main idea. The main idea of a paragraph is the most important thing that the writer of a paragraph wants the reader to think about. Often the writer tells the main idea of a paragraph in the first sentence.

Choosing the Main Idea

1. Put an X next to the main idea of the first paragraph of the mini-reading "Europeans Explore North America."

   _____Columbus discovered America.

   _____Men from different countries in Europe came to explore North America after Columbus.

   _____Some explorers wanted to find gold and some wanted to bring things to Europe to sell.

2. Put an X next to the main idea of the second paragraph of the mini-reading.

   _____Spain, France, and England sent men to explore North America.

   _____John Cabot represented England.

   _____Ponce de Leon discovered Florida.

3. Put an X next to the main idea of the third paragraph of the mini-reading.

   _____France and England claimed land on the eastern coast of North America.

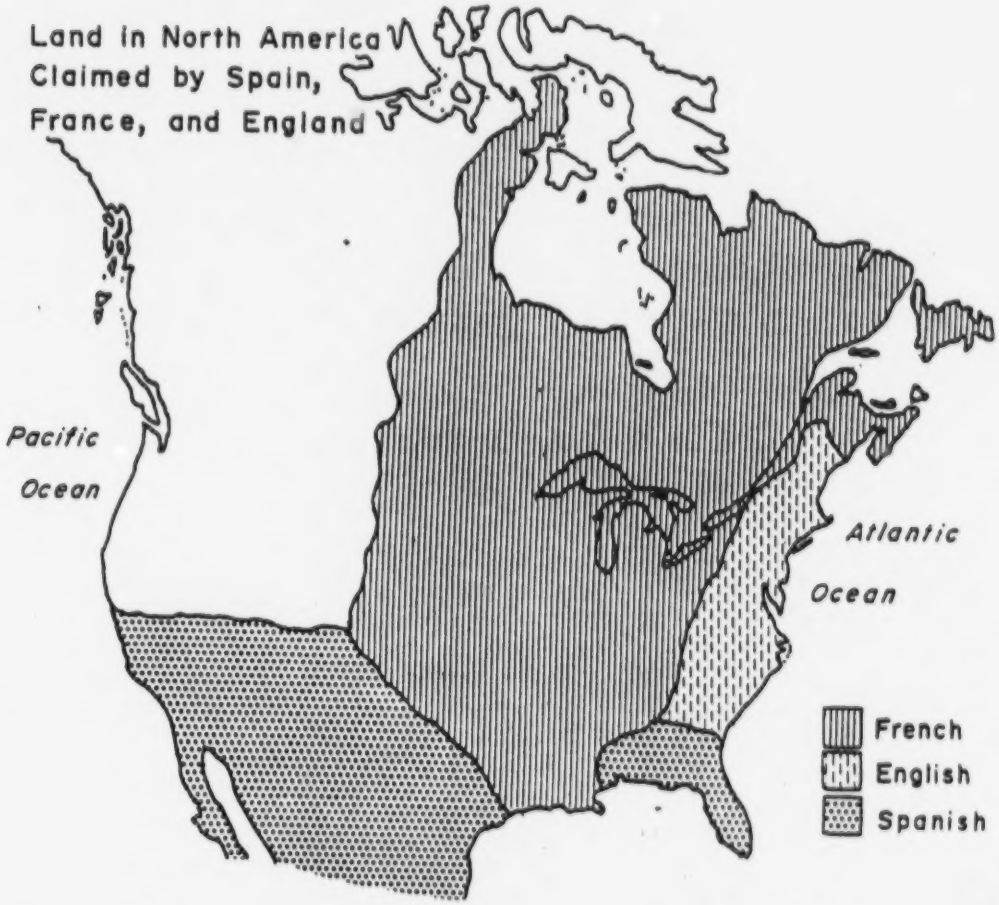
   _____Spain claimed some of the land in North America.

   _____Spain, France, and England claimed land in North America.

Europeans Explore North America

B. Mini-Reading (continued)

After the explorers came, Spain, France, and England claimed land in North America for themselves. Spain claimed the southern parts. France claimed the northern and central parts. England claimed the eastern part.



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Europeans Explore North America

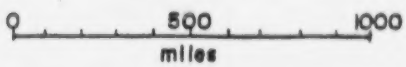
C. History Activity #2

Map Scale Activity

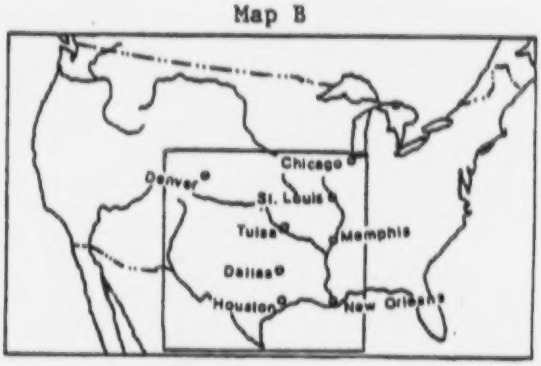
Maps are drawings of parts of the earth. Some maps show large parts of the earth and some maps show small parts of the earth. Look at the two maps below.

Map A

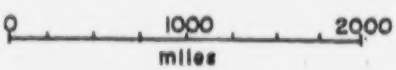
Scale



Map B



Scale



These maps show a smaller and larger part of the United States. We say that these maps have a different "scale." The line below each map tells us the scale of the map. In Map A, each inch is 500 miles. In Map B, each inch is 1,000 miles. Every map has a scale which we can use to measure distances from one place on the map to another place.

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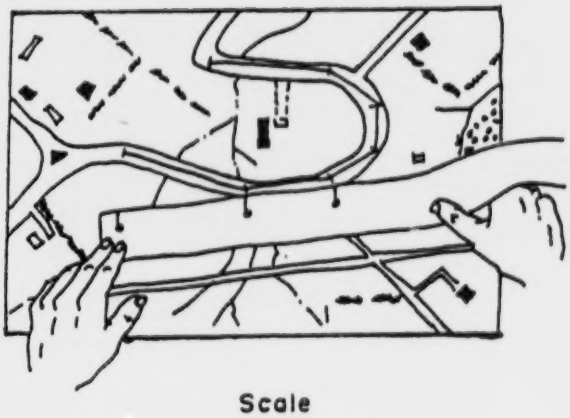
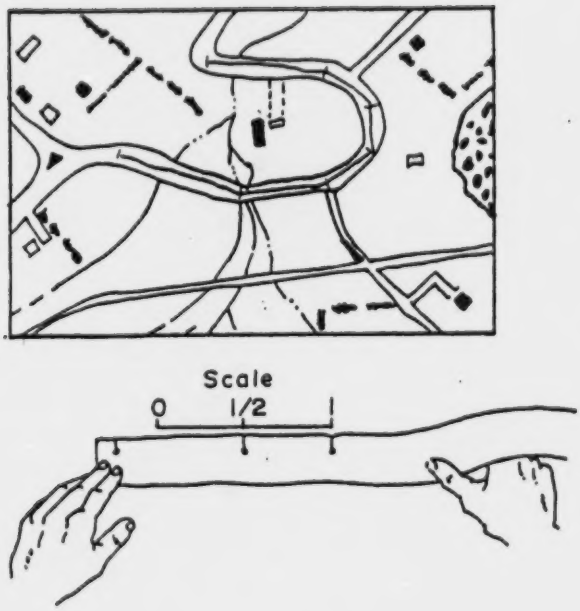
C. History Activity #2 (continued)

How to Use a Scale to Measure Distances on a Map





Step 1: Place the border of the paper so that it touches each of the 2 points you are to measure.

Step 2: Mark the paper at the place it touches each of the 2 points you are measuring.

Step 3: Place the marked edge of the paper against the scale in the key and read the distance. Measurements always read from left to right.

Step 4: Many times the distance you are measuring is longer than the scale in the key. When this happens, mark your straight edge as far as the scale shows and move your paper over so that the mark you just made is touching the zero on the scale. Re-mark your scale for as many times as necessary to get to the distance you are measuring.

Step 5: Add up the scale marks on your straight edge to get the total distance you are measuring.

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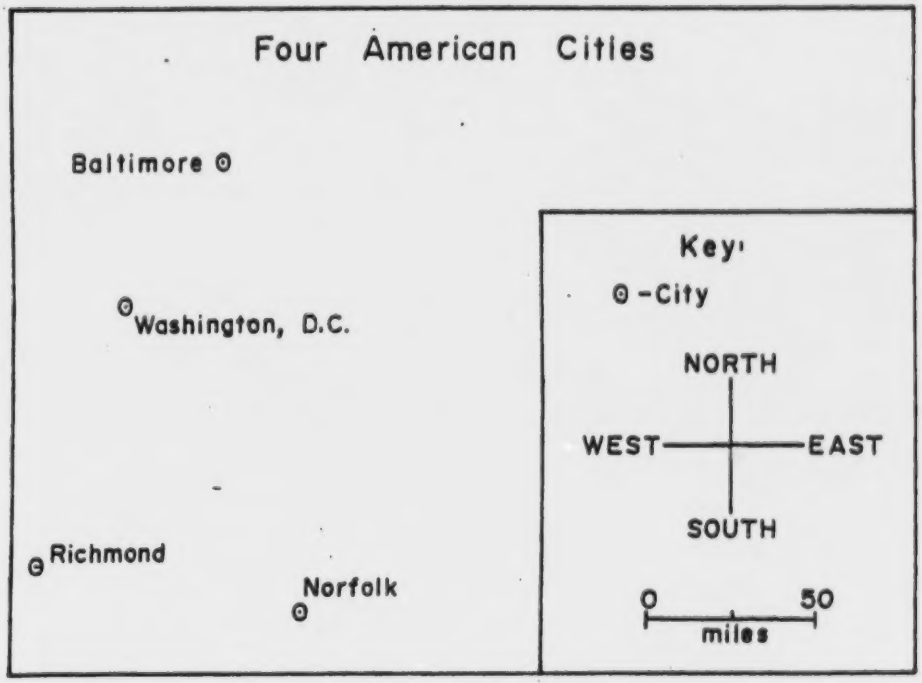
Europeans Explore North America

C. History Activity #2 (continued)

Use the steps on "How to Use a Scale to Measure Distances on a Map" to do the following map exercise.



1. How far is it from Washington to Baltimore?_____

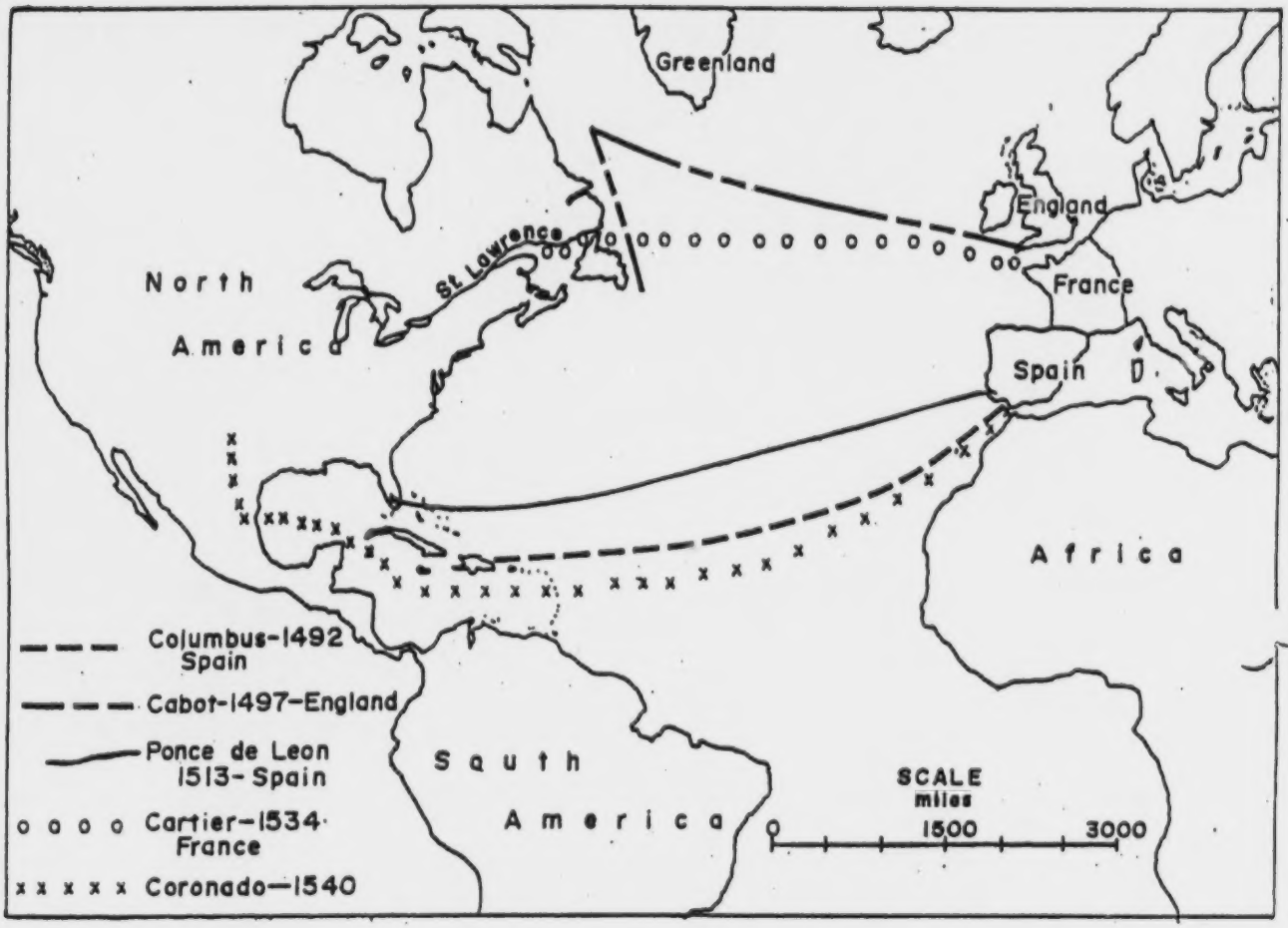
2. How far is it from Richmond to Washington? _____

3. How far is it from Baltimore to Norfolk?_____

Europeans Explore North America

C. History Activity #3

Map Skills



Circle the letter of the best answer of each question about the map above.

1. Which explorer went the closest to Greenland?
   (a) Columbus (b) Cabot (c) Cartier
2. Which man explored Florida?
   (a) Cartier (b) Verrazano (c) Ponce de Leon (d) Cabot
3. About how many miles did Cartier travel before he came to the St. Lawrence River?
   (a) 1,000 (b) 3,000 (c) 5,000 (d) 10,000
4. Which explorer went to what is not Mexico and the southwestern United States.
   (a) Columbus (b) Cartier (c) Coronado (d) Ponce de Leon
5. Who was the first explorer to come to North America after Columbus?
   (a) Cabot (b) Verrazano (c) Ponce de Leon (d) Cartier

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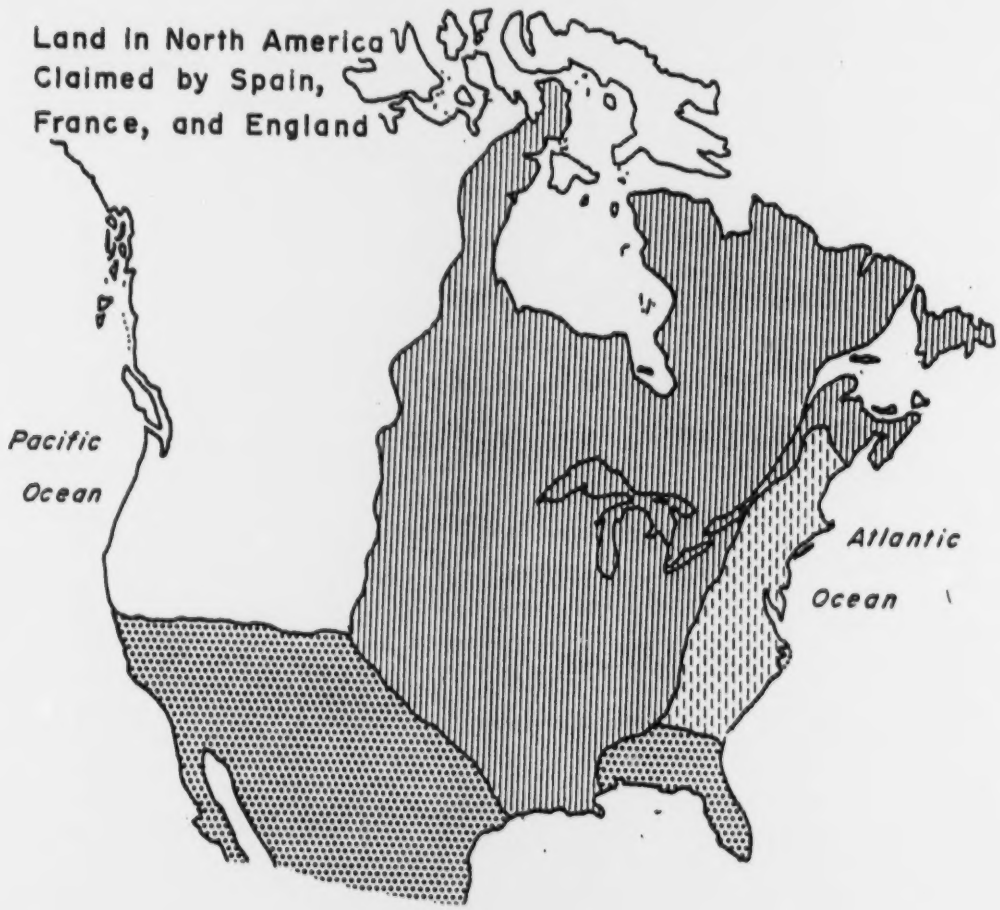
Europeans Explore North America

C. History Activity #4

Map Skills: Completing the Key to a Map

Below is a map that shows which parts of North America were claimed by Spain, France, and England. But the key to the map does not show which country claimed each part. From the information in the mini-reading, "Europeans Explore North America," complete the key to this map.



KEY

1. This shows land that was claimed by _____
2. This shows land that was claimed by _____
3. This shows land that was claimed by _____

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Europeans Explore North America

D. Language Activity

Writing Information Questions in the Simple Past

Questions that begin with the words "who," "what," "when," "where," "how," and "why" are called information questions. Each example below shows an information question about a word or group of words that comes after the verb in the statement. The word order for information questions like these is:

Question Word	"Did"	Subject	Simple Form of the Verb	
What	did	the explorers	want	to find?

Examples:

Statement The explorers wanted to find gold.

Question What did the explorers want to find?

Statement The Indians crossed the ice and land bridge on foot.

Question How did the Indians cross the ice and land bridge?

Statement The explorers came from Europe.

Question Where did the explorers come from?

Statement Columbus sailed west to get to China.

Question Why did Columbus sail west?

When we use "who" or "what" to ask a question about the subject of a sentence, we do not use the word "did."

Example:

Statement Explorers from Europe explored North America.

Question Who explored North America?

Europeans Explore North America

D Language Activity (continued)

Now it is your turn. Write questions about the circled word or words in the sentences below. Each of the questions should begin with "who," "what," "where, or "how." The first one is done for you.

1. Columbus wanted to find (a short route to India.)

   What did Columbus want to find?

2. Some explorers wanted to find (gold.)

3. The explorers came (on ships) from Europe.

4. Cabot came from (England.)

5 Some of the countries claimed (land) in North America.

6. (Coronado) explored the southwestern part of North America.

7. (The Spanish) claimed the southwestern and southeastern parts of North America.

Europeans Explore North America

Key to Activities

History Activity #1

1. Men from different countries in Europe came to explore North America after Columbus.
2. Spain, France, and England sent men to explore North America.
3. Spain, France, and England claimed land in North America.

History Activity #2

1. 50 miles, 2. 75 miles, 3. 125 miles

History Activity #3

1. b, 2. c, 3. b. 4. c, 5. a

History Activity #4

1. France, 2. England, 3. Spain

Language Activity

2. What did some explorers want to find?
3. How did the explorers come from Europe?
4. Where did Cabot come from?
5. What did some of the countries claim in North America?
6. Who explored the southwestern part of North America?
7. Who claimed the southwestern and southeastern parts of North America?

EUROPEANS
EXPLORE NORTH AMERICA

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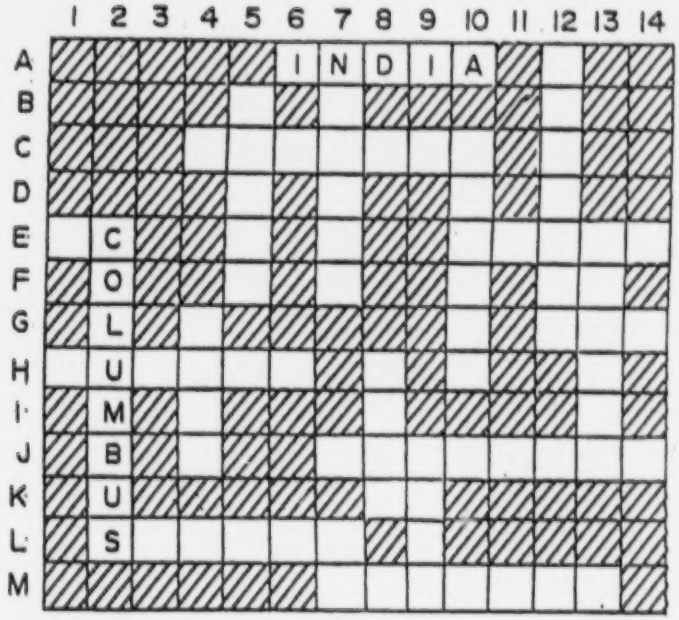
SUMMARY ACTIVITIES:
DISCOVERY AND EXPLORATION

Discovery and Exploration

Summary Activity #1



Each answer begins in the square where the letter row and number row meet.
The first "Across Word Question" and "Down Word Question" are done for you.

Across Word Questions

A 6 Columbus wanted to go to ____.
C 4 _____live and work on farms.
E 1 The initials of the explorer who represented England
E 10 a small group of people who live together and speak the same language.
G 12 To go by ship is to s _ _ _.
H 1 Men from ____explored America.
J 7 find something for the first time
L 2 a person who works on a ship
M 8 go to a place for the first time and see what's there.

Down Word Questions

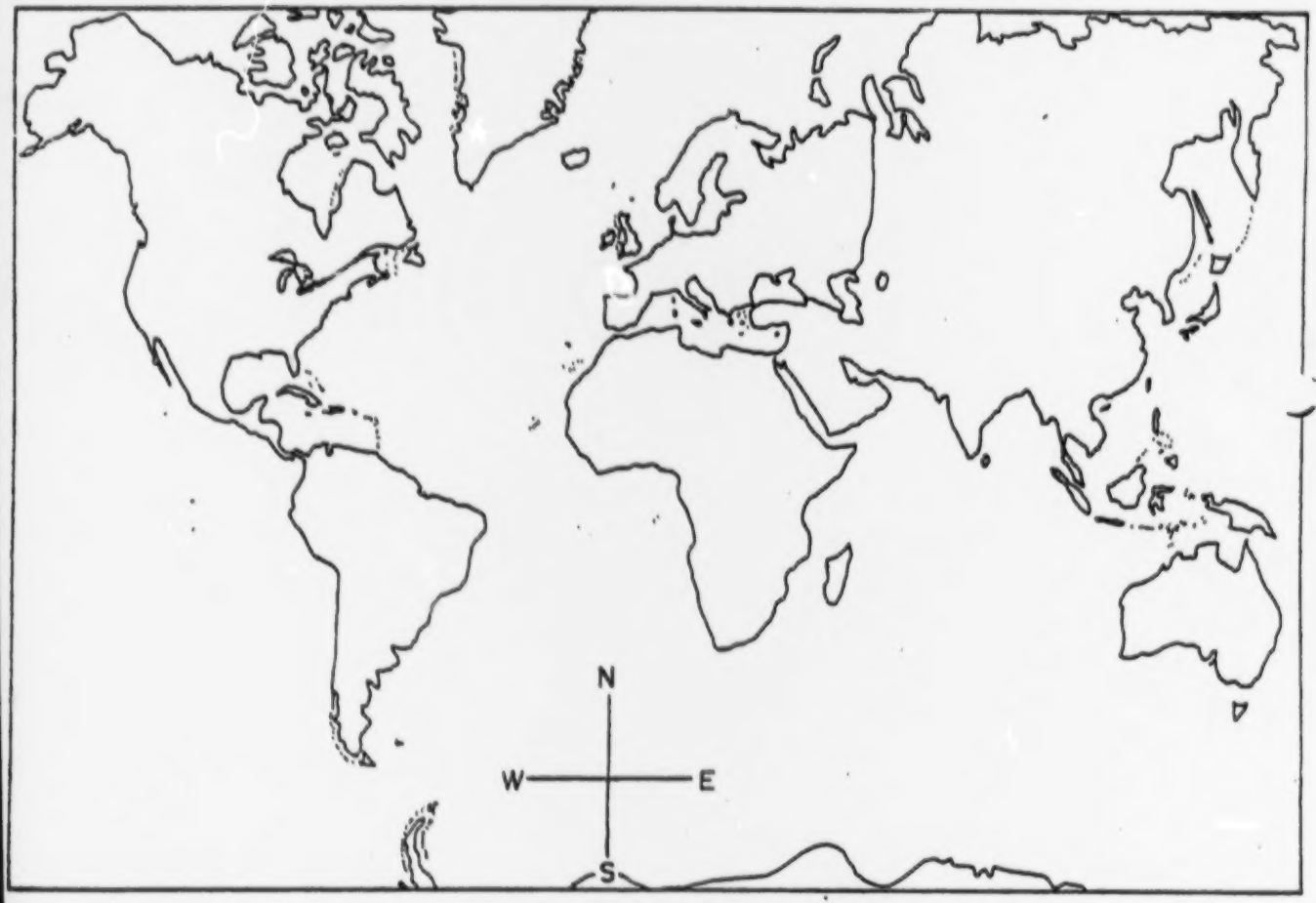
2 E He discovered America.
4 G Some explorers were looking for___.
5 B One of Columbus' ships was the Santa _____.
7 A people who move often from one place to another
8 H India and China are in the continent of ____.
9 J Explorers crossed the ocean by ___.
10 C go to a place for the first time to build a home and start a new lif
12 A Columbus discovered _____.
13 E A ___ connects two pieces of land.

Discovery and Exploration

Summary Activity #2

Map Activity

Identify the continents of the world. Write the name of each of the continents on the map below.



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Discovery and Exploration

Summary Activity #3

Identification and pronouns

Substitute the underlined pronouns with names from the list below. Write your answers on the lines below the pronouns. The first one is done for you.

Queen Isabella	India
the Santa Maria	the Indians
Asia	John Cabot
Christopher Columbus	Ponce de Leon
the earth	Cartier

1. <u>They</u> were the first inhabitants of North America.

   The Indians

2. Columbus believed <u>it</u> was round.

   _____

3. <u>She</u> gave Columbus the ships he needed.

   _____

4. <u>He</u> discovered and explored Florida.

   _____

5. Columbus sailed on <u>it</u> to America.

   _____

6. Columbus believed he could reach <u>it</u> by sailing west.

   _____

7. <u>He</u> discovered America.

   _____

8. Columbus and his men thought they had reached <u>it</u>.

   _____

9. <u>He</u> discovered and explored the St. Lawrence River.

   _____

10. <u>He</u> was an explorer from England.

    _____

Discovery and Exploration

Summary Activity #4

Completing a Dialogue

The year is 1485. Christopher Columbus has gone to see the Queen of Spain and ask her help. Complete the dialogue below between Columbus and Isabella.

Isabella: Christopher Columbus, you are an Italian sailor, aren't you?

Columbus: _____ — _____

Isabella: Why have you come to see me?

Columbus: I believe that I can _____

and I want you to _____.

Isabella: But Columbus, no one has ever done that before. Why do you think you can do it now?

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Discovery and Exploration

Summary Activity #4

Completing a Dialogue (continued)

Columbus: _____

_____

Isabella: What will you need to do this?

Columbus: _____

_____

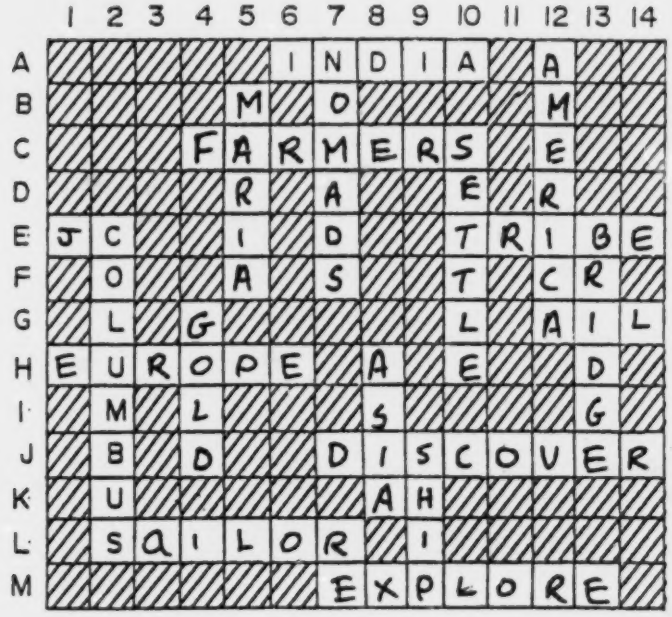
Isabella: That will be expensive. I want some time to study your plan.

Columbus: Thank you, Your Majesty.

Discovery and Exploration

Key to Summary Activities

Summary Activity #1


1 2 3 4 5 6 7 8 9 10 11 12 13 14
A I N D I A A
B M O M
C F A R M E R S E
D R A E R
E J C I D T R I B E
F O A S T C R
G L G L A I L
H E U R O P E A E D
I M L S G
J B D D I S C O V E R
K U A H
L S a i L O R I
M E X P L O R E

Summary Activity #2

(For answers refer to map of "Known and Unknown World" in "Columbus Discovers America" page 2 or 6.)

Summary Activity #3

2. the earth, 3. Queen Isabella, 4. Ponce de Leon, 5. the Santa Maria, 6. India, 7. Christopher Columbus, 8. Asia, 9. Cartier, 10. John Cabot

Summary Activity #4

(Answers may vary.)

Section II THE COLONIES IN NORTH AMERICA

Packet 1 People from Europe Come to Live in America

Packet 2 Jamestown

Packet 3 The Pilgrims Come to America

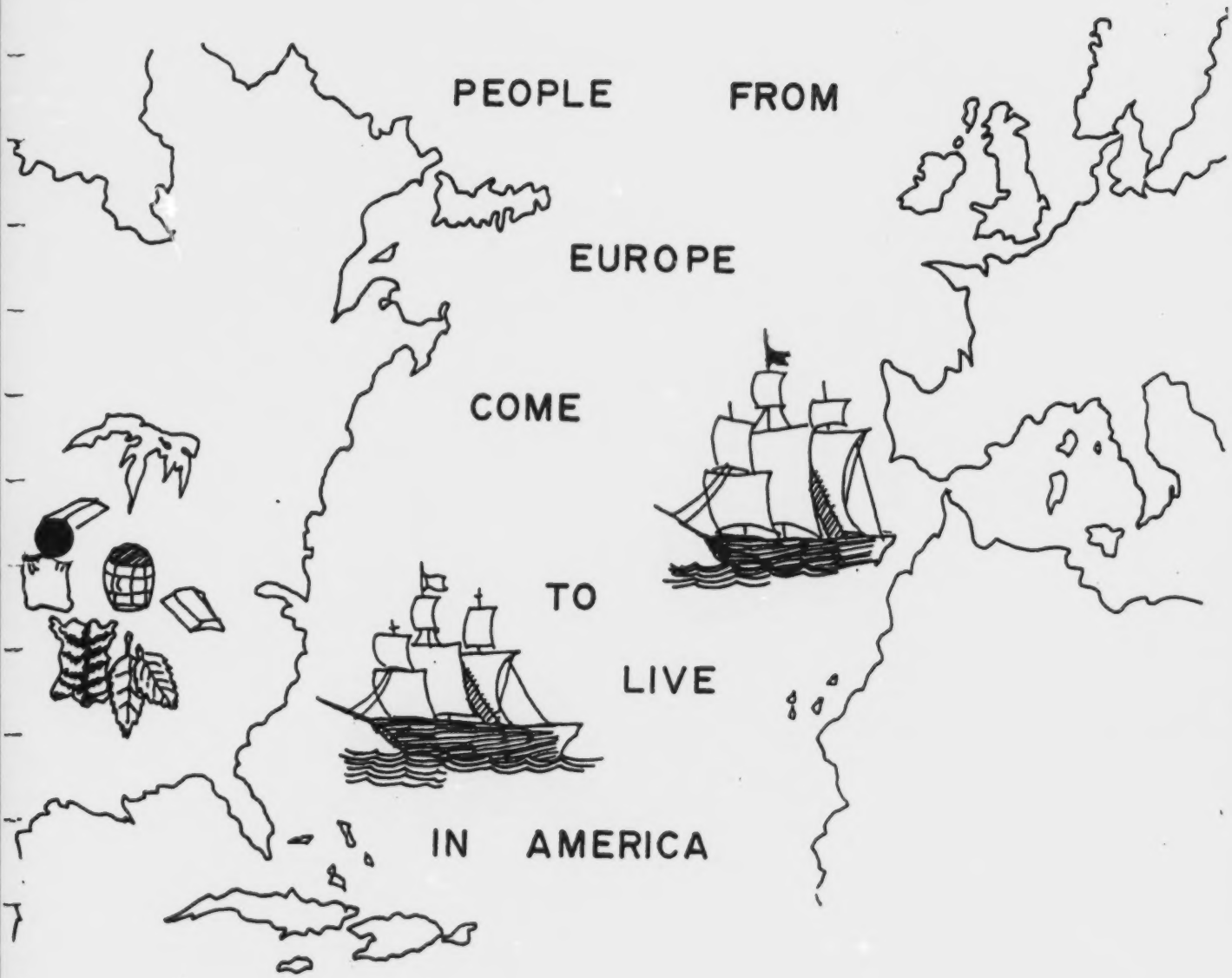
Packet 4 Other English Colonies Begin in North America

Packet 5 Life in the Colonies

Packet 6 Government in the Colonies

Packet 7 The French and Indian War

Packet 8 The Colonies in North America:
Summary Activities



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People from Europe Come to Live in America

A. New Words to Learn and Use

wealthy	settlement	settlers	colony	colonist
religion	Christian	fur	permanent	

1. wealthy - having a lot of money; being rich

   The rulers of Spain, France, and England wanted to make their countries wealthy.

2. settlement - a small place in a new land where people go to build their homes and start a new life.

   People from Spain, France and England went to America to build settlements.

3. settler - people who live in a settlement

   The first settlers in North America were from Spain.

4. colony - a large area in a new land where people from another country go to build settlements

5. colonist - a person who lives in a colony

   There were more colonists in the English colonies than in the French colonies.

6. religion - belief in a god or supernatural power

7. Christian - the name of the religion started by Jesus Christ

   The Spanish wanted to teach the Indians about the Christian religion.

8. fur - the hair and skin of an animal

   The French traded animal furs in North America.

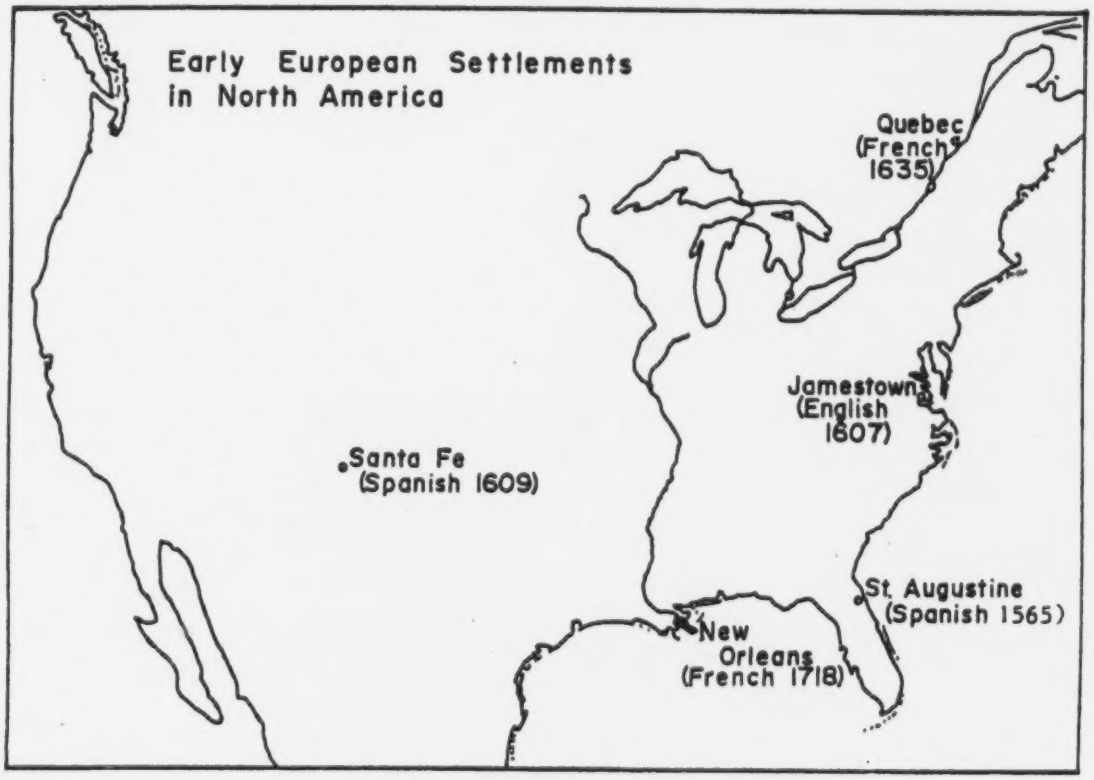
9. permanent - continuing for a long time

   Jamestown was the first permanent English settlement in America.

People from Europe Come to Live in America

B. Mini-Reading

When the different explorers from Europe returned to their countries, they told their rulers about the new lands in America. The leaders of Spain, France, and England decided that they wanted people to live in America and find things, especially gold, that would make their countries wealthy. The people who came to live in America were called colonists or settlers. The places where they lived were called colonies or settlements.


Early European Settlements in North America
Quebec (French 1635)
Jamestown (English 1607)
Santa Fe (Spanish 1609)
St. Augustine (Spanish 1565)
New Orleans (French 1718)

The Spanish were the first settlers in North America. They started the first settlement, St Augustime in Florida, in the year 1565. In 1609 they started Santa Fe in what is now New Mexico. The Spanish wanted to find gold and teach the Indians the Christian religion.

The first French colony, Quebec, was started in what is now Canada in the year 1635. After the French explored the Mississippi River, they started another settlement at New Orleans. The French started many small

64

B. Mini-Reading (continued)

settlements in the middle part of North America to buy animal furs from the Indians. The French made the furs into coats and hats. Many people in Europe wanted to buy these warm clothes.

Many English men and women went to live in the English colonies on the eastern coast of North America. The first permanent English settlement was Jamestown in 1607. Many others started after that.

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People from Europe Come to Live in America

C. History Activity #1

Mini-Reading Questions

Answer the following questions with complete sentences. The questions are about the mini-reading "People from Europe Come to Live in America."

1. What do we call the people who came to live in America?

2. What country in Europe sent the first settlers to North America?

3. What was the name of the first settlement in North America and when did it start?

4. What was the name of the first French settlement in North America?

5. What was the first permanent English settlement in North America?

People from Europe Come to Live in America

C. History Activity #2

Paragraph Completion

Fill in the blanks below with words that best complete the sentences. The paragraph is about the mini-reading "People from Europe Come to Live in America."

Spain, France, and England started _____ in North America in the 1500's and 1600's. _____ started the first colony called _____ in Florida. The year was _____. France started a settlement called _____ in the year 1635. The French made a lot of money from the animal _____ that they bought from the _____. The first permanent _____ settlement was called Jamestown. It was started in the year _____.

The paragraph above has no title. What do you think would be the best title? Underline you answer.

(a) The Spanish Started the First Settlement in North America.

(b) The French Make Money in North America

(c) Countries in Europe Start Colonies in North America

People from Europe Come to Live in America

D. Language Activity

Countries, Nationalities and Languages

In English, the name for a country and the name for the people who live in that country are sometimes different. Often, the name of the language is the same as the name of the people who speak that language. These words begin with a capital letter.

For example:

The people who live in France are French and most of them speak French.

Can you fill in the blanks below with the correct words following the example above?

1. The people who live in Spain are _____ and most of them speak _____.
2. The people who live in England are _____ and most of them speak _____.

The following are more difficult. Do you know them?

3. The people who live in the Netherlands are _____ and most of them speak _____.
4. The people who live in Sweden are _____ and most of them speak _____.
5. The people who live in Germany are _____ and most of them speak _____.
6. The people who live in China are _____ and most of them speak _____.
7. The people who live in Vietnam are _____ and most of them speak _____.

People from Europe Come to Live in America

D. Language Activity (continued)

In the next sentences the names of the nationalities and the names of the languages are different. Do you know them?

8. The people who live in the United States are _____ and most of them speak _____.
9. The people who live in Bolivia are _____ and most of them speak _____.
10. The people who live in Brazil are _____ and most of them speak _____.
11. The people who live in Egypt are _____ and most of them speak _____.

People From Europe Come to Live in America

Key to Activities

History Activity #1

1. We call them colonists or settlers.
2. Spain sent the first settlers to North America.
3. The name of the first settlement was St Augustine in Florida. It started in 1565.
4. The first French settlement in North America was Quebec.
5. The first permanent English settlement in North America was Jamestown.

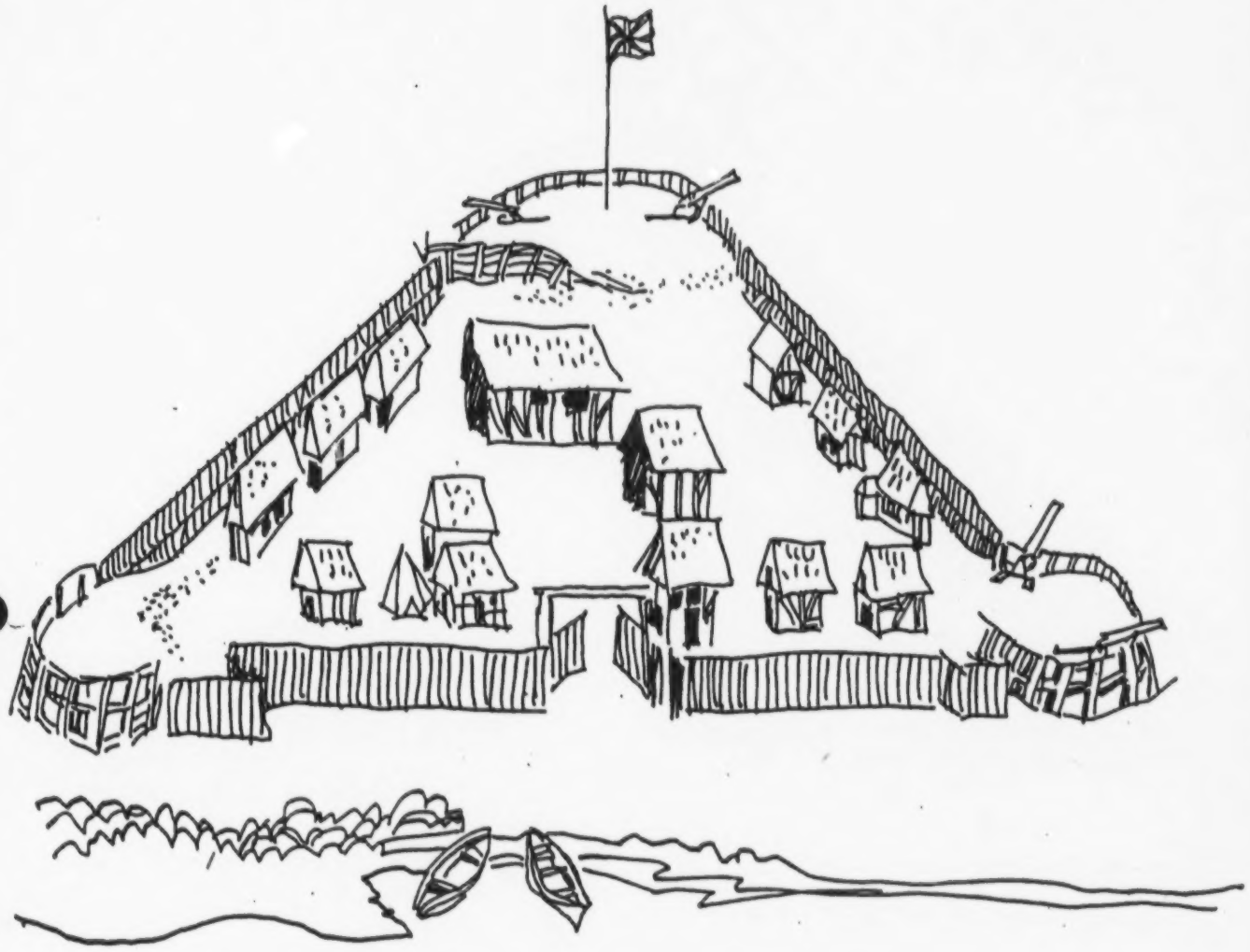
History Activity #2

colonies (settlements); Spain; St. Augustine; 1565; Quebec; furs; Indians; English; 1607

The best title is (c).

Language Activity

1. Spanish; Spanish, 2. English; English, 3. Dutch; Dutch,
4. Swedish; Swedish, 5. German; German, 6. Chinese; Chinese,
7. Vietnamese; Vietnamese, 8. American; English, 9. Bolivian; Spanish,
10. Brazilian; Portuguese, 11. Egyptian; Arabic



JAMESTOWN

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Jamestown

A. New Words to Learn and Use

to protect	protection	to attack
leader	crops	soldier

1. to protect - to make something safe from danger or enemies.

   The settlers' houses didn't protect them from the bad weather and the Indians.

2. protection - something that protects

   Bad water and houses with little protection from the bad weather made many people sick.

3. to attack - to hurt someone or to start a battle

   The Indians attacked the English settlers.

4. leader - person who directs or gives the orders

   Captain John Smith became the leader of the new settlement.

5. crops - plants that people grow on a farm

   The new settlers planted crops.

6. soldier - person who is in the army

   Captain John Smith was a soldier.

Jamestown

B. Mini-Reading

In the spring of 1607, three ships from England came to the coast of a large piece of land in North America that the English called Virginia. There were about 100 men on these ships.

These men came to Virginia and found a place to build a settlement. The name they gave to their settlement was Jamestown, named after King James, the King of England.

At first, the settlement of Jamestown did not do well. Many of the settlers wanted to find gold and did not want to start farms. Because of this, the settlers didn't have a lot of food. Bad water and houses with little protection from the weather made many people sick. Sometimes the Indians attacked the settlers because they were unhappy about losing their land.

A soldier named Captain John Smith became the leader of Jamestown and helped the settlement a lot. He made the people work hard. They planted crops and made the houses stronger to protect the settlers from the weather and the Indians. Jamestown did not die. It continued and grew, and more people came to the colony of Virginia to start new settlements. Virginia became the first permanent English colony in North America.

Jamestown

C. History Activity #1

Mini-Reading Questions

Use the mini-reading, "Jamestown" to answer the following questions. Use complete sentences.

1. When did three ships from England come to Virginia?

2. What was the name of the first settlement in Virginia?

3. Why didn't the settlers have a lot of food?

4. What made people sick?

5. Why were the Indians unhappy?

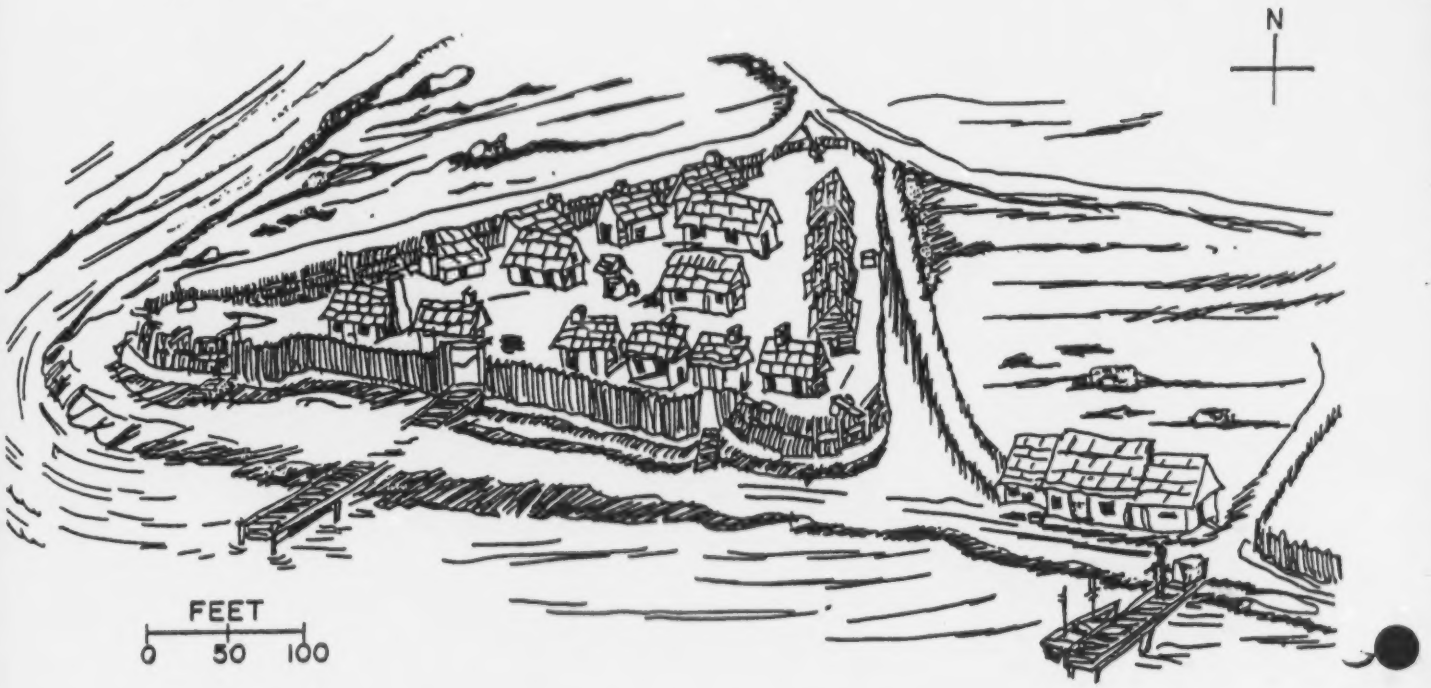
6. Who became a leader of Jamestown?

7. What did Captain John Smith make the people do?

Jamestown

C. History Activity #2

Map Reading



Look at the drawing of Jamestown and underline the word or words that best complete the following statements.

1. The river is on the (a) south and west (b) south and north (c) south and east sides of the settlement.
2. The road that leaves the settlement is (a) north (b) south (c) east of the settlement.
3. The fort was built in the shape of a triangle to protect the settlers from (a) bad weather (b) Indian attacks (c) bad water
4. A person is on the boat at the dock east of the fort. He wants to bring a box from the dock to the middle of the fort. To get to the fort, he must go (a) west 100 feet (b) east 200 feet (c) west 500 feet.

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Jamestown

C. History Activity #3

Pie Graphs

A graph is a drawing with words. It explains facts visually. This means that people can "see" the facts, or at least understand them more easily. Here is a kind of graph that is called a pie graph.

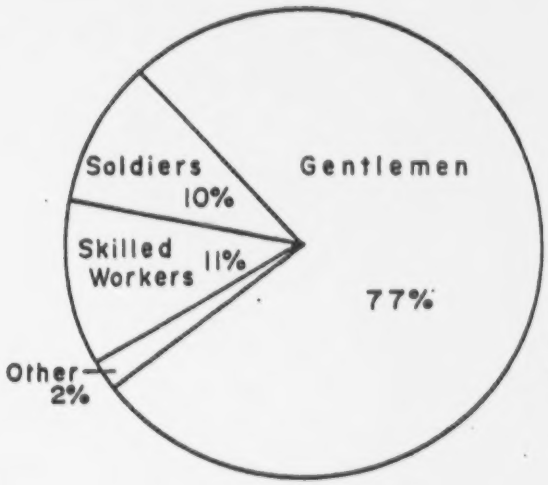
An Estimate of American Indian Population - 1400's

In a pie graph, the circle represents the total number of something. The graph above represents the total number of Indians living in North and South America in the 1400's. The parts of the circle tell something about the total Indian population. In this graph the different parts of a circle tell us that 45% of the Indians lived in what is now Mexico, 24% in what is now Peru, 16% in the rest of South America, 9% in Central America and 6% in what is now the United States.

C. History Activity #3 (continued)

Read the graphs below and underline the best answer for each of the questions about the two graphs.

Occupations of Jamestown Settlers 1607



Estimate of Occupations of Englishmen in 1600

(skilled workers - includes carpenters, and other people who build things
gentlemen -wealthy men who have no special skills)

1. What was the largest group of men who went to Jamestown?

   (a) soldiers (b) skilled workers (c) gentlemen (d) other

2. What was the largest group of Englishmen in 1600?

   (a) soldiers (b) skilled workers (c) gentlemen (d) farmers

3. What kind of Englishmen did not go to Jamestown in 1607?

   (a) soldiers (b) skilled workers (c) gentlemen (d) farmers

4. What occupation had an equal percentage of men in Jamestown and in England?

   (a) soldiers (b) skilled workers (c) gentlemen (d) farmers

5. What was the difference between the percentage of gentlemen in Jamestown and the percentage of gentlemen in England? (To find the difference you have to subtract the smaller number from the larger number.)

   (a) 77% (b) 75% (c) 72% (d) 5%

Jamestown

D. Language Activity #1

Completion Exercise

In English, we add the endings "-er_ and "-or" to action words to name the person who does the action.

Example:	action	a person that does the action
	visit	visitor
	teach	teacher

Fill in the blanks with the correct word. Follow the example above.

If the action is:	What do you call a person that does that action?
1. lead	_____
2. attack	_____
3. protect	_____
4. settle	_____
5. sail	_____
6. farm	_____
7. hunt	_____
8. discover	_____

Jamestown

D. Language Activity #2

Capital Letters

Use capital letters for:

-- the names of people (Columbus, John, Isabel).

-- geographic names (Virginia, the Mississippi River, North America).

-- adjectives that tell what country a person is from (American, English).

-- the days of the week (Monday, Tuesday).

-- the months of the year (January, February).

-- titles in front of names (Captain John Smith, Mrs. Jones).

-- the names of businesses (the London Company, General Motors).

-- the first word in a sentence (The dog is hungry.).

The paragraph below has no capital letters. Read the paragraph and put the capital letters in the correct places.

in 1603, the king of england was james I. he gave permission to the london company to send men to america. about one hundred men came in may of 1607 and landed in the land called virginia. before landing in virginia, they sailed up a river, which they called the james river. at first their settlement, called jamestown, did not do well. but things in jamestown got better after captain john smith became the leader of the settlement.

Jamestown

Key to Activities

History Activity #1

1. They came to Virginia in the spring of 1607.
2. The first settlement in Virginia was Jamestown.
3. They didn't have a lot of food because many of the settlers wanted to find gold and did not want to start farms.
4. Bad water and houses with little protection from the weather made many people sick.
5. The Indians were unhappy because the settlers took their land.
6. Captain John Smith became a leader of Jamestown.
7. He made the people work hard.

History Activity #2

1. a, 2. a, 3. b, 4. c

History Activity #3

1. c, 2. d, 3. d, 4. a, 5. c

Language Activity #1

1. leader, 2. attacker, 3. protector, 4. settler, 5. sailor, 6. farmer, 7. hunter, 8. discoverer

Language Activity #2

In 1603, the King of England was James I. He gave permission to the London Company to send men to America. About one hundred men came in May of 1607 and landed in the land called Virginia. Before landing in Virginia, they sailed up a river, which they called the James River. At first their settlement, called Jamestown, did not do well. But things in Jamestown got better after Captain John Smith became the leader of the settlement.

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PILGRIMS COME TO AMERICA

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Pilgrims Come to America

A. New Words to Learn and Use

Pilgrims	storm	agree	agreement
laws	self-government	survive	feast
celebrate	unsettled region	adventure	

1. Pilgrims - the name of English people who came to America for religious freedom

   The Pilgrims came to America in 1620.

2. storm - bad weather with strong winds and much rain

   The "Mayflower" was pushed north by a storm.

3. agree - to have the same opinion as another person

   They agreed to work very hard.

4. agreement - a spoken or written promise to do what people have decided on.

   The Pilgrims reached an agreement to obey the laws of the Mayflower Compact.

5. laws - rules that govern people

   The Pilgrims agreed that they would obey the laws they wrote.

6. self-government - people making their own rules

   The Mayflower Compact was the beginning of self-government in America.

7. survive - to continue to live

   The Pilgrims survived the long, hard winter.

8. feast - a big party or great meal, sometimes for religious reasons

   The Pilgrims invited the Indians to a feast.

9. celebrate - to show that a day is important by having a feast or party

   The Pilgrims celebrated the first Thanksgiving Day in 1621.

Pilgrims Come to America

A. New Words to Learn and Use (continued)

10. unsettled region - place where no one has gone before or where no one lives permanently

America was an unsettled region for the Pilgrims.

11. adventure - an exciting trip or activity

Some of the colonists came for adventure.

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Pilgrims Come to America

B. Mini-Reading

The Second English Colony

In 1620 another group of colonists, called Pilgrims, wanted to start a settlement in Virginia. They left England because they could not pray to God in the way they wanted. However, their ship, the "Mayflower," did not get to Virginia. A storm pushed them north of Virginia to a place called Plymouth, in what is now Massachusetts.

Before the new colonists left their ship, they signed an agreement called the Mayflower Compact. In the Mayflower Compact, the Pilgrims and others on the "Mayflower" agreed that they would make laws that helped their settlement and that everyone would obey these laws. The Mayflower Compact was important because it was a beginning of self-government in America.

It was winter when the Pilgrims came to America and this made it difficult to start their settlement. However, the nearby Indians helped them and, because of their help, the settlement survived. At the end of the first year the colonists invited the Indians to a feast to give thanks for the good things that had happened to them. That was the first Thanksgiving Day, which is a holiday that people in the United States still celebrate.

Why Colonists Came to America

Why did people leave England and go to an unsettled and unknown place like America? There were many reasons. The Pilgrims and many others wanted freedom of religion. They wanted to pray to God in their own way. In England people didn't have freedom of religion. Another reason for coming to America was people were poor and could not find jobs in England. They wanted to try to start a new life in America. Another reason was some people just wanted adventure. They wanted to do something different and exciting.

Pilgrims Come to America

C. History Activity #1

Multiple Choice

Choose the word or words that best completes each sentence. Underline the correct answer.

1. A group of colonists called _____wanted to start another settlement in Virginia.

   (a) sailors (b) English (c) Pilgrims

2. Their ship, the "Mayflower," did not get to _____.

   (a) Virginia (b) Delaware (c) Massachusetts

3. Before the colonists left their ship they signed a(an)_____ called the Mayflower Compact.

   (a) letter (b) agreement (c) map

4. In the _____, the colonists agreed that everyone would obey the laws they made.

   (a) England (b) Mayflower Compact (c) Thanksgiving Day

5. It was _____when the Pilgrims came to America.

   (a) winter (b) summer (c) spring

6. _____ was first celebrated by the Pilgrims to give thanks for the good things that had happened to them.

   (a) Christmas (b) Thanksgiving (c) Easter

7. Colonists did <u>not</u> come to America _____.

   (a) to get religious freedom.

   (b) to start a new life.

   (c) to look for a sea route to India.

Pilgrims Come to America

C. History Activity #2

Mini-Reading Questions

Answer the following questions about the mini-reading "Pilgrims Come to America." Use complete sentences.

1. Why did the Pilgrims come to America?

2. The Pilgrims left England planning to go to Virginia but never got there. Why not?

3. What was agreed in the Mayflower Compact?

4. Why was the Mayflower Compact important?

5. Who helped the Pilgrims survive their first winter?

6. What were three reasons why colonists came to America?

Pilgrims Come to America

C. History Activity #3

Chronological Order

Writing things in chronological order means writing them in the order that they happened in time. What happened first, you write first. What happened second, you write second, and so on. Look at the two paragraphs below.

Paragraph 1

First Columbus discovered a "New World." Then he sailed across the ocean and asked Queen Isabella for three ships.

Paragraph 2

First Columbus got three ships from Queen Isabella. Then he sailed across the Atlantic Ocean and discovered a "New World."

Paragraph 1 is not in correct chronological order because it is not in the order that it happened in time. Paragraph 2 is in the correct chronological order.

Read "The Pilgrims Come to America" and put the following sentences in correct chronological order. Number them 1, 2, 3, 4, or 5 according to what happened first, second, and so on.

_____ It was winter when the Pilgrims started to build their settlement.

_____ Before they left their ship, they signed an agreement.

_____ The Pilgrims left England in September, 1620.

_____ In the spring, the Indians helped them and taught them new things about living in their new land.

_____ At the end of the first year, the colonists invited the Indians to a feast.

Pilgrims Come to America

D. Language Activity

Prepositions "In," "On," and "At"

Place

IN — for continents - countries - states - cities (in Asia, in Canada, in Maryland, in New York)

ON — for streets - floors - vehicles that carry many people (on Main Street, on the first floor, on a ship)

AT — for addresses with house numbers - specific locations (at 105 First St., at the table

AT — for specific time (at five o'clock)

ON — for days of the week - month and day together (on Monday, on July 27)

IN — for years - months - seasons (in 1620, in July, in the summer)

Time

Pilgrims Come to America

D. Language Activity (continued)

Fill in the blanks with "in," "on," or "at."

1. A group of people left England _____ 1620 _____ a ship called the "Mayflower."
2. They left because they did not have freedom of religion _____ England.
3. These people who left England wanted to live _____ Virginia.
4. A storm pushed their ship north and they landed _____ Massachusetts.
5. They arrived _____ winte_ _____ November 9, 1620.
6. While they were _____ the "Mayflower," they signed an agreement called the Mayflower Compact.
7. This agreement was the beginning of self-government _____ America.
8. They left their ship _____ December 11 and started to build a settlement _____ Plymouth.
9. After the first year, they sat down _____ a table for a big feast with their new neighbors, the Indians.
10. People _____ the United States still celebrate this feast, called Thanksgiving, _____ the last Thursday _____ November.

Pilgrims Come to America

Key to Activities

History Activity #1

1. c, 2. a, 3. b, 4. b, 5. a, 6. b, 7. c

History Activity #2

1. They came to America because they could not pray to God in the way they wanted in England.
2. A storm pushed them north of Virginia.
3. In the Mayflower Compact, the Pilgrims and others on the "Mayflower" agreed that they would make laws that helped their settlement and that everyone would obey these laws.
4. It was a beginning of self-government in America.
5. The Indians helped them survive the first winter.
6. They came to America for freedom of religion, for a chance to start a new life, and for adventure.

History Activity #3

3 It was winter when the Pilgrims started to build their settlement.
2 Before they left their ship, they signed an agreement.
1 The Pilgrims left England in September, 1620.
4 In the spring, the Indians helped them and taught them new things about living in their new land.
5 At the end of the first year, the colonists invited the Indians to a feast.

Language Activity

1. in; on, 2. in, 3. in, 4. in, 5. in; on, 6. on, 7. in,
8. on; in, 9. at, 10. in; on; in

93/44

OTHER ENGLISH COLONIES BEGIN IN NORTH AMERICA

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Other English Colonies Begin in North America

A. New Words to Learn and Use

Puritans	to join	rule	pastor	disagreement
to permit	separate	to found a colony	peace	opportunity

1. Puritans - members of a religious group who came to America to find freedom of religion

   The Puritans came to live in Massachusetts.

2. to join - to put together

   Plymouth and Massachusetts Bay joined together to form one colony.

3. rule - something that tells what must or must not be done

   The Puritans had strong rules for the People of Massachusetts.

4. pastor - the leader of a church

   Roger Williams was a pastor of a church in Salem, Massachusetts.

5. disagreement - different opinion

   Roger Williams had a disagreement with the Puritans.

6. to permit - to give permission to do or say something

   Roger Williams permitted the settlers to practice their different religions freely.

7. separate - apart from; not a part of something else

   Roger Williams wanted the church and government to be separate.

8. to found a colony - to start a colony

   The Dutch founded a colony called New Netherlands.

9. peace - a period when there is no war or conflict.

   The Quakers wanted to live in peace.

10. opportunity - a chance

    The governor of Georgia wanted to give poor people an opportunity to start a new life.

Other English Colonies Begin in North America

B. Mini-Reading

The New England Colonies

After the Plymouth Colony was founded, a group of people called Puritans started a new colony called the Massachusetts Bay Colony. Later, Plymouth and Massachusetts Bay joined together as one colony called Massachusetts. The leaders of the Puritan Church were the leaders of the government of Massachusetts. No other religion was permitted in Massachusetts except the Puritan religion. This made many people leave the colony.

Roger Williams, a pastor of a church in Salem, was one of the people who left Massachusetts. In 1634, he had a disagreement with the leaders of the Puritan Church. He left Massachusetts and started the colony of Rhode Island where there was freedom of religion for everyone. Roger Williams also made a rule that said that the leaders of the church could not be the leaders of the government. This is called "separation of church and state" and later became an important idea in the making of the United States government.

Other groups of people left Massachusetts and started the colonies Connecticut and New Hampshire. The colonies of Massachusetts, Rhode Island, Connecticut and New Hampshire were called the New England Colonies.

The Middle Colonies

The Middle Colonies were between the New England Colonies and the Southern Colonies. New York was one of the Middle Colonies. It was founded by the Dutch and was first called New Netherlands. When the English took it from the Dutch in 1664, they changed the name to New York.

Delaware, New Jersey and Pennsylvania were the other Middle Colonies. Delaware and New Jersey were part of New Netherlands. These colonies were governed by many different countries and people before they became separate English colonies.

B. Mini-Reading (continued)

Pennsylvania was founded by William Penn who was a leader of a group of people called Quakers. He wanted Pennsylvania to be a place for people of all religions to live in peace.

The Southern Colonies

South of the Middle Colonies were the Southern Colonies. They were Maryland, Virginia, North Carolina, South Carolina, and Georgia.

In 1632 the King of England gave a piece of land to George Calvert, the Lord Baltimore. Calvert wanted to start a colony for English Catholics who did not have freedom of religion in England. He called this colony Maryland.

North and South Carolina were started as a business by eight Englishmen. They wanted to make money by growing and selling crops to England.

Georgia was the last of thirteen English colonies. It was started in 1733 to give poor people an opportunity to start a new life.

Other English Colonies Begin in North America

C. History Activity #1

Match the items in Column A with items from Column B. Each one can be used only once. Write the correct letters on the lines in front of the items in Column A. The first one is done for you.

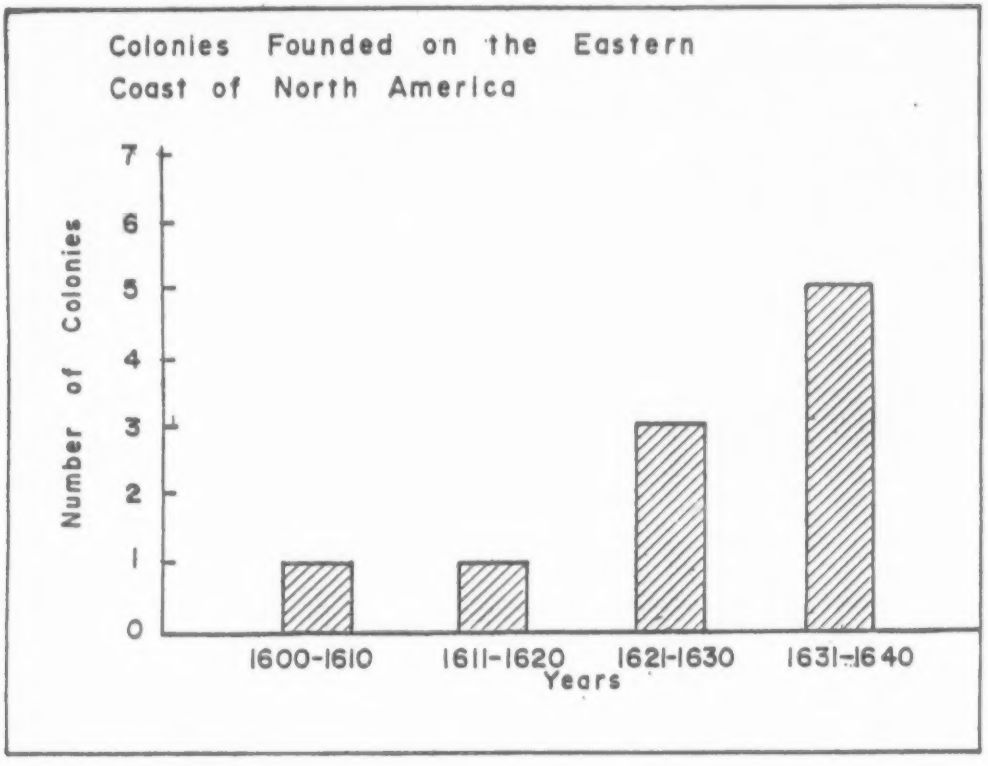
Column A	Column B
D 1. Puritans	A. He founded Pennsylvania.
_____ 2. separation of church and state	B. He started the colony of Rhode Island.
_____ 3. William Penn	C. It joined with Massachusetts to become one colony.
_____ 4. New York	D. They founded the Massachusetts Bay Colony.
_____ 5. Roger Williams	E. It was the last of the thirteen English colonies.
_____ 6. Plymouth	F. It became an important idea in making the United States government.
_____ 7. Rhode Island	G. It was first called New Netherlands.
_____ 8. George Calvert	H. It was north of North Carolina.
_____ 9. Virginia	I. He wanted to start a colony for Catholics.
_____ 10. Georgia	J. There was freedom of religion in this colony.

Other English Colonies Begin in North America

C. History Activity #2

Reading a Bar Graph

A bar graph is another kind of a graph that helps explain facts. Look at the bar graph below.

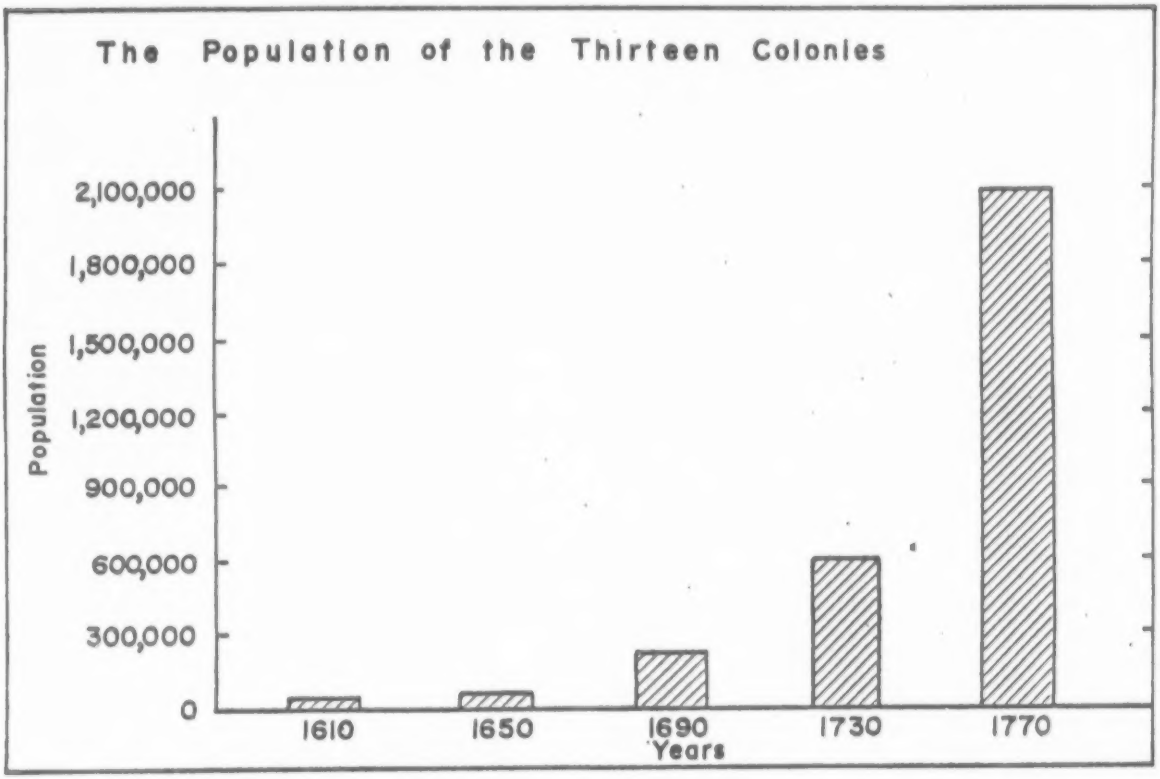


The graph tells us about the number of colonies started in the eastern part of North America. It says that from 1600 - 1610 only one colony was started. From 1611 to 1620 only one colony was started. From 1621 to 1630 three colonies were started. From 1631 to 1640 five colonies were started.

On the next page, you have an opportunity to read and test your understanding of another bar graph.

Other English Colonies Begin in North America

C. History Activity #2 (continued)



Use the graph above to answer the following questions. Underline your answers.

1. The graph above is about
   (a) the number of colonies started before 1770 (b) the years that the thirteen colonies began (c) the number of people who lived in the colonies
2. In what year did the colonies have the largest population?
   (a) 1610 (b) 1690 (c) 1730 (d) 1770
3. What was the colonial population in 1690?
   (a) 350 (b) 200,000 (c) 300,000 (d) 600,000
4. Between what years did the colonial population increase the most?
   (a) 1610-1650 (b) 1650-1690 (c) 1690-1730 (d) 1730-1770
5. Between what years did the colonial population increase the least?
   (a) 1610-1650 (b) 1650-1690 (c) 1690-1730 (d) 1730-1770

Other English Colonies Begin in North America

D. Language Activity

Active and Passive Sentences in the Simple Past

Usually we read and write sentences that are active. In active sentences the subject does the action of the verb and the direct object receives the action of the verb. Look at the sentences below:

Active Examples:

Does the Action (subject)	Action (verb)	Receives the Action (object)
Columbus	discovered	America
John Cabot	explored	America

Sometimes, though, we want the receiver of the action to be the subject. Then we make our sentences passive. Writers of history books often use the passive.

Passive Examples:

Receives the Action (subject)	Action (verb)	Does the Action (agent)
America	was discovered	by Columbus

To form the passive, we use the proper tense of the verb "to be" ("was" or "were" for the simple past tense) and the past participle of the main verb in the active sentence. The past participle of regular verbs has the same form as the past tense.

Example:	simple form	past	past participle
	reach	reached	reached
	permit	permitted	permitted

Some irregular verbs may have the same form for the past and past participle, and others may have different forms.

Example:	simple form	past	past participle
	feel	felt	felt
	send	sent	sent
	have	had	had
	be	was, were	been
	see	saw	seen
	draw	drew	drawn

Other English Colonies Begin in North America

D. Language Activity (continued)

Remember that every passive sentence in the past tense has "was" or "were," but every sentence with "was" or "were" is not passive. "Plymouth was founded in 1619" is passive, but "Plymouth was a colony" is not passive. If the sentence has "was" or "were" plus the past participle, then it is passive.

The sentences below were taken from the reading "Other English Colonies Begin in North America." Some of them are passive and some are active. If a sentence is passive put a "P" on the line . If it is active put an "A" on the line. The first two are done for you.

1. __A__ The Puritans started the Massachusetts Bay Colony.
2. __P__ The Plymouth Colony was begun in 1619.
3. _____ Plymouth and Massachusetts Bay joined together as one colony.
4. _____ Massachusetts, Connecticut, Rhode Island and New Hampshire were called New England Colonies.
5. _____ New York was started by the Dutch.
6. _____ The English took it from the Dutch in 1664.
7. _____ Pennsylvania was founded by William Penn.
8. _____ North and South Carolina were started as a business.
9. _____ Georgia was started to help poor people in England.

Other English Colonies Begin in North America

Key to Activities

History Activity #1

1. D, 2. F, 3. A, 4. G, 5. B, 6. C, 7. J, 8. I, 9. H, 10. E

History Activity #2

1. c, 2. d, 3. c, 4. d, 5. a

Language Activity

3. A, 4. P, 5. P, 6. A, 7. P, 8. P, 9. P

LIFE IN THE COLONIES

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Life in the Colonies

A. New Words to Learn and Use

way of life	rocky	forest	harbor	industry
port	soil	flour	goods	plantation
slaves				

1. way of life - the way people make money to live

   The way of life in Massachusetts was different from the way of life in Maryland.

2. rocky - with many rocks

   The rocky land in New England was not very good for farms.

3. forest - an area of land with many trees

   There were many forests in New England.

4. harbor - a place where ships can come close to land so that things can be put in them and taken out of them easily

   New England was a good place for shipping because of its many good harbors.

5. industry - making things in small or large factories

   New England was important for its industries.

6. port - a city with a good harbor

   Boston, New York and Philadelphia were the most important ports in the colonies.

7. soil - dirt; ground

   The Middle and Southern colonies had good soil for farming.

8. flour - the powder made from wheat or other grains that is used for making things like bread and cake

   The Middle Colonies sold flour to England.

9. goods - things that people buy or sell

   Ships brought goods to England from New York and Philadelphia.

Life in the Colonies

A. New Words to Learn and Use (continued)

10. plantation - a large farm in the South

11. slaves - people who are the property of someone and work for no money

Slaves did a lot of work on the southern plantations.

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Life in the Colonies

B. Mini-Reading

We have read about the three groups of English colonies in America, the New England Colonies, the Middle Colonies and the Southern Colonies. The way of life in these three areas was different.

In New England, many colonists had small farms, but farming was difficult. The ground was rocky and the growing season was very short. But there were two things about New England that were very important. One was that New England had many forests with wood that was good for building ships. The other thing was that New England had good harbors. Because of the forests and harbors, New England was most important for its industry, especially ship building and fishing. Some of the other industries were tool making and weaving. Boston, Massachusetts became a very important port for New England and the other colonies.

The Middle Colonies were called the "bread basket" of the English colonies. Farms did well there because the weather and soil were good. Two important crops that farmers grew were wheat and corn. They made the wheat and corn into flour and sent it to the important ports of New York and Philadelphia. From these ports, goods were shipped to other colonies and to England.

The Southern Colonies were also good for farming but they didn't have many large cities or good ports. Most of the farms were very large. The large farms were called plantations. On the plantations they grew a lot of tobacco, rice, and indigo, a plant used to make a blue dye. People in Europe and the colonies wanted these crops, but the plantation owners needed a lot of workers to grow them. To do this work they used people from Africa and made them into slaves.

Life in the Colonies

C. History Activities #1

Identification

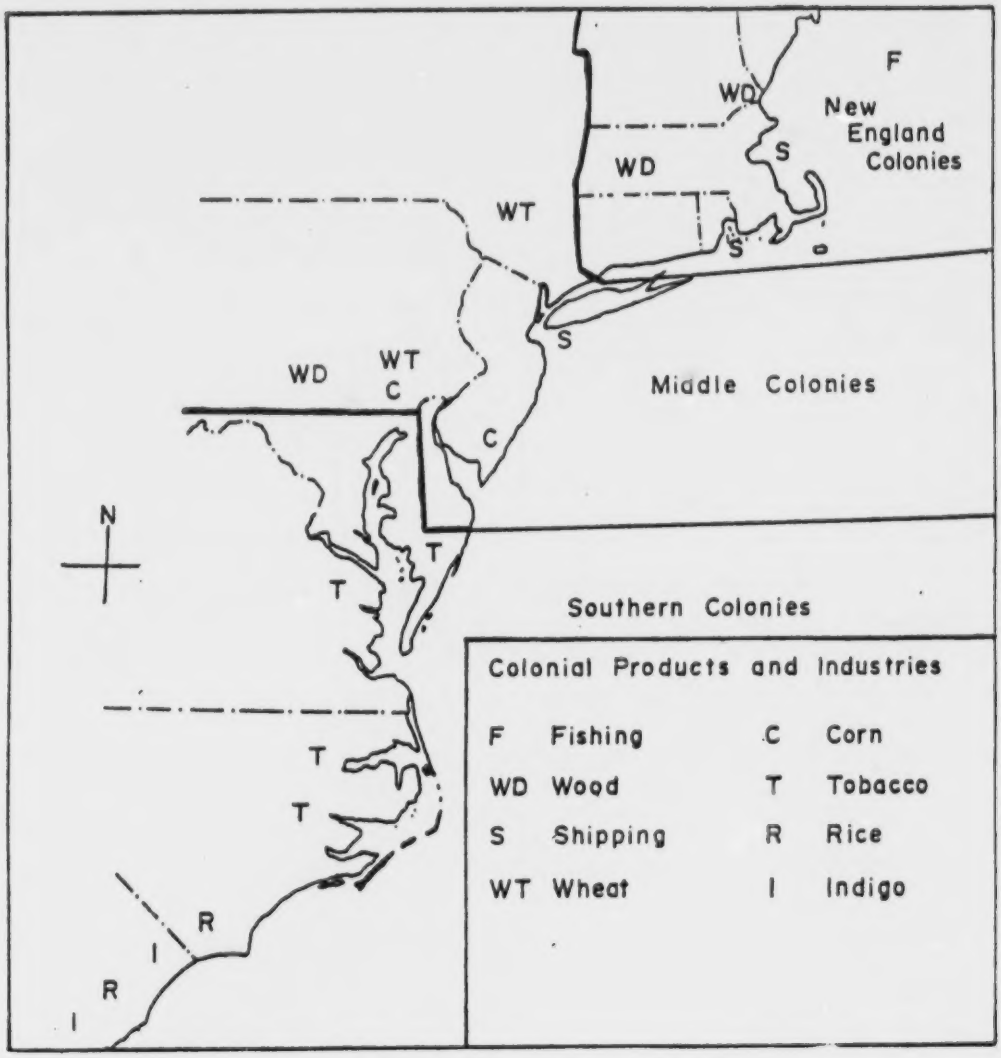
Read the following statements. Decide if each statement is true for the New England, Middle, or Southern Colonies. Then write "Middle," "New England," or "Southern" on the line in front of each statement. The first one is done for you.

1. Southern They grew tobacco on the plantations.
2. _____ Industry was very important.
3. _____ The ports of New York and Philadelphia were here.
4. _____ There were many small farms.
5. _____ The farm land was very rocky.
6. _____ Wheat was an important crop.
7. _____ Rice and indigo were important crops.
8. _____ The port of Boston was here.
9. _____ There were not many large towns.
10. _____ Flour was sent to the colonies and England from these colonies.

Life in the Colonies

C. History Activity #2

Map Skills



1. Which group of colonies had no shipping?
   (a) New England Colonies (b) Middle Colonies (c) Southern Colonies

2. How many different kinds of products and industries did the Middle Colonies have?
   (a) one (b) two (c) three (d) four

3. In which group of colonies was rice an important product?
   (a) New England Colonies (b) Middle Colonies (c) Southern Colonies

4. Which was <u>not</u> a product or industry of the New England Colonies?
   (a) fishing (b) wheat (c) shipping (d) wood

Life in the Colonies

D. Language Activity

Simple Present Tense - One Day in the Life of a Colonial Farm Family

In English, the third person singular form of a verb in the simple present tense always ends with an "-s" or "-es."

Example:

First Person Singular	Third Person Singular
I read	she reads
I watch	he watches
I box	the boy boxes
I write	Mary writes

The following selection, which is written in the simple present tense, is about one day in the life of a colonial family. The Johnson family lives on a farm in Maryland. Mary Johnson is telling what happens at different times of one day in the year 1700. Read the selection and then answer the questions at the end of the reading.

One Day in the Life of a Colonial Farm Family

a.m. 5:00 I wake up. I start a fire and cook breakfast. My husband wakes up too. He feeds the animals and milks the cow.

5:45 My family and I eat breakfast. We usually eat cornbread for breakfast.

6:15 The children and I clean the house. My husband starts to plow part of the field.

10:00 I work in the small garden near the house. My children help me. We plant onions, beans, carrots, melons, radishes, and pumpkins.

11:30 I go back to the house and start to prepare the lunch. The children bring wood for the fire. My husband comes back from the field and works in the barn.

p.m. 12:30 I eat lunch with my family. We eat fruit, cornbread, and pork.

1:00 I make clothes for the children. My husband goes to work in the orchard. The children go fishing.

4:00 The children come home with some fish. I clean the fish and cook it for supper.

5:30 I eat supper with my family. After supper, my children and I do the dishes. My husband milks the cow and feeds the animals.

7:00 Everyone prays. The children go to bed. I sew some clothes. My husband fixes a broken chair.

8:30 My husband reads the Bible.

9:15 We go to bed.

Questions: (Use Complete Sentences)

1. What time does Mary wake up?

2. What does Mary do at 5:45?

3. What does Mary do while her husband plows the field?

4. Where does Mary work before she prepares lunch?

5. What does Mary do after the children go to bed?

6. What time does Mary go to bed?

Life in the Colonies

Key to Activities

History Activity #1

2. New England, 3. Middle, 4. New England, 5. New England, 6. Middle,
7. Southern, 8. New England, 9. Southern, 10. Middle

History Activity #2

1. c, 2. d, 3. c, 4. b

Language Activity

1. She wakes up at 5:00.
2. She eats breakfast at 5:45.
3. She usually eats cornbread.
4. He starts to plow part of the field.
5. She works in the small garden near the house.
6. She sews some clothes.
7. She goes to bed at 9:15.

Government in the Colonies

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Government in the Colonies

A. New Words to Learn and Use

to govern	governor	government	assembly	Parliament
democratic	tax	to appoint	to elect	approve
veto laws				

1. to govern - to rule a small or large group of people
2. governor - a person who governs
3. government - a group of people who make rules
4. assembly - the group of people who made laws for a colony

   The governor and assembly governed a colony. They were the government of the colony.

5. Parliament - the name for the group of people who made laws in England.

   Parliament did not make many laws for the colonies.

6. democratic - a kind of government in which the people rule themselves.

   The government in the colonies was very democratic.

7. tax - money people pay to the government

   Taxes are necessary for every government.

8. to appoint - to choose someone for a job by naming him or her

   The King appointed the governor of a colony.

9. to elect - to choose someone for a job by voting

   The people did not elect a governor of a colony.

10. approve laws - say "yes" to laws
11. veto laws - say "no" to laws

    The governor could approve or veto laws that the assembly made.

Government in the Colonies

B. Mini-Reading

The year is 1760. A visitor from Spain has gone to see Governor Hutchinson of Massachusetts.

Visitor: Hello, Your Excellency.

Governor: Hello.

Visitor: Have you heard from the King recently?

Governor: No. As you know, England is very far from the colonies. We don't hear from the King or Parliament very often.

Visitor: Doesn't the Parliament make laws for the colonies?

Governor: Parliament makes a few laws, but not many. In the colonies we govern ourselves.

Visitor: Are the governments in the colonies democratic like the government in England?

Governor: Yes, we are very democratic here. The people in the towns and villages meet regularly in town meetings to make their own laws and taxes.

Visitor: Who makes the laws for the whole colony?

Governor: Each colony has an assembly that makes the laws and taxes for the whole colony.

Visitor: Do you, as the governor of Massachusetts, appoint the members of the assembly in this colony?

Governor: No. I said we are democratic. The colonists elect members of the assembly in their town meetings.

Visitor: If the government is democratic here, then the colonists elect you too, right?

Government in the Colonies

B. Mini-Reading (continued)

Governor: No, the King appoints me. But the colonists have some control over me. The assembly pays me.

Visitor: What do you do as governor?

Governor: I direct the government and approve or veto the laws made by the assembly.

Visitor: Do the King and Parliament try to control the colonies?

Governor: No, they haven't tried to control us very much yet.

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Government in the Colonies

C. History Activity #1

Mini-Reading Questions

Answer the following questions about the conversation between the visitor and the Governor. When you answer the questions, don't forget that the conversation is in the present tense, but the questions are in the past tense. Use complete sentences.

1. What was the purpose of the town meetings?

2. What did the colonial assemblies do?

3. In a democratic government, people govern themselves. In what ways were the governments in the colonies democratic?

4. Who appointed the governors of the colonies?

5. What control did the colonial assemblies have over the governors?

Government in the Colonies

C. History Activity #2

Fact and Opinion

A fact in history is something that actually happened. For example, "Jamestown started in 1607" is a fact. We know that it really happened.

An opinion is something that some people believe, but other people might disagree with. For example, "Spain had a better government than England" is an opinion. Some people might believe that is true, but other people might not agree.

Read the following statements about the conversation between the visitor and the Governor. Decide if each statement is a fact or opinion and write "fact" or "opinion" on the line in front of each statement. The first two are done for you.

1. fact In 1760 the King and Parliament did not try to control the colonies very much.
2. opinion The King did not control the colonies enough.
3. _____ The colonial governments were democratic.
4. _____ It was good that the people did not elect the governors.
5. _____ The colonial assemblies made laws for the whole colony.
6. _____ A democratic government is the best kind of government.
7. _____ The colonists elected people for the assembly in their town meetings.

Government in the Colonies

C. History Activy #3

Reading a Chart

A Comparison of the Spanish, French, and English Colonies

Mother Country	SPAIN	FRANCE	ENGLAND
What control did the mother country have on the colonies?	much control	much control	little control
How did the colonies make money?	mining (gold and silver) farming	fishing fur trading	farming trading with other countries
What was the religion?	Catholic	Catholic	different Christian Religion
Did the Indians like them?	No, they fought with the Indians.	Yes, they lived and worked with the Indians.	No, they took Indian land.

From the information in the chart above, decide if each of the statements below is true for the Spanish colonies, French colonies, or English colonies. Write the correct answer in front of each statement. The first one is done for you.

1. English colonies They had different Christian religions.
2. _____ They were friendly with the Indians.
3. _____ They made money by collecting gold and silver.
4. _____ The mother country didn't try to control them very much.
5. _____ They made money by trading with other countries.
6. _____ They made money by trading furs.

Government in the Colonies

D. Language Activity

Using "Do" and "Does" in Yes/No Questions

The questions below are in the simple present tense.

Does the King live in England?
Do the colonists obey the King?
Do you understand this unit?
Do they want to learn more words?

Notice that the first question begins with "does" and the other questions begin with "do." We use "does" if the subject is third person singular (she, he, it, Mary, the king, etc.). We use "do" for all other subjects (I, you, we, the colonies, the colonists, etc.).

When making questions in the simple present tense, the verb is always in the simple form. But when writing a statement, remember that the verb has an "s" or "es." Look at the examples below.

Question - Does the King live in England?
Statement - The King lives in England.

In the following activity a teacher in a school in colonial Massachusetts is asking one of his students some questions about the government in the colonies and in England. There are blanks in the teacher's questions. Fill in the blanks with "do" or "does" and the correct form of the verb. The first one is done for you.

1. Teacher: Does the King rule England?
   Student: Yes, the King rules England.
2. Teacher: _____ Parliament _____ laws for England?
   Student: Yes, Parliament makes laws for England?
3. Teacher: _____ Parliament _____ any laws for the colonies?
   Student: Yes, Parliament makes a few laws for the colonies.

Government in the Colonies

D. Language Activity (continued)

4. Teacher: _____ the people in the town's _____ town meetings?

   Student: Yes, they have town meetings once a month.

5. Teacher: _____your father _____ to the town meetings?

   Student: Yes,my father goes to the town meetings.

6. Teacher: _____ the people _____ laws for the town in the town meeting?

   Student Yes,they make laws for the town in their meetings.

7. Teacher: _____ we _____an assembly in Massachusetts?

   Student Yes, we have an assembly. It meets in Boston.

8. Teacher: _____ each colony _____an assembly?

   Student: Yes, each colony has an assembly.

9. Teacher: _____ the colonists _____ the members of the assemblies?

   Student: Yes, they elect the members of the assemblies in their town meetings?

10. Teacher: _____ the governor _____ the government in the colony?

    Student: Yes, he directs the government.

11. Teacher: _____ the governor _____ the laws that the assembly makes?

    Student: Yes, he approves some, but he vetoes some too.

    Teacher: You did very well. I hope you remember these for your test.

Government in the Colonies

Key to Activities

History Activity #1

1. The purpose of the town meetings was to make the laws and taxes of the towns and villages.
2. They made laws and taxes for a colony.
3. The people made their own laws in the town meetings. They also elected members of the colonial assemblies.
4. The King appointed the governors of the colonies.
5. The assemblies paid the governors.

History Activity #2

3. fact, 4. opinion, 5. fact, 6. opinion, 7. fact

History Activity #3

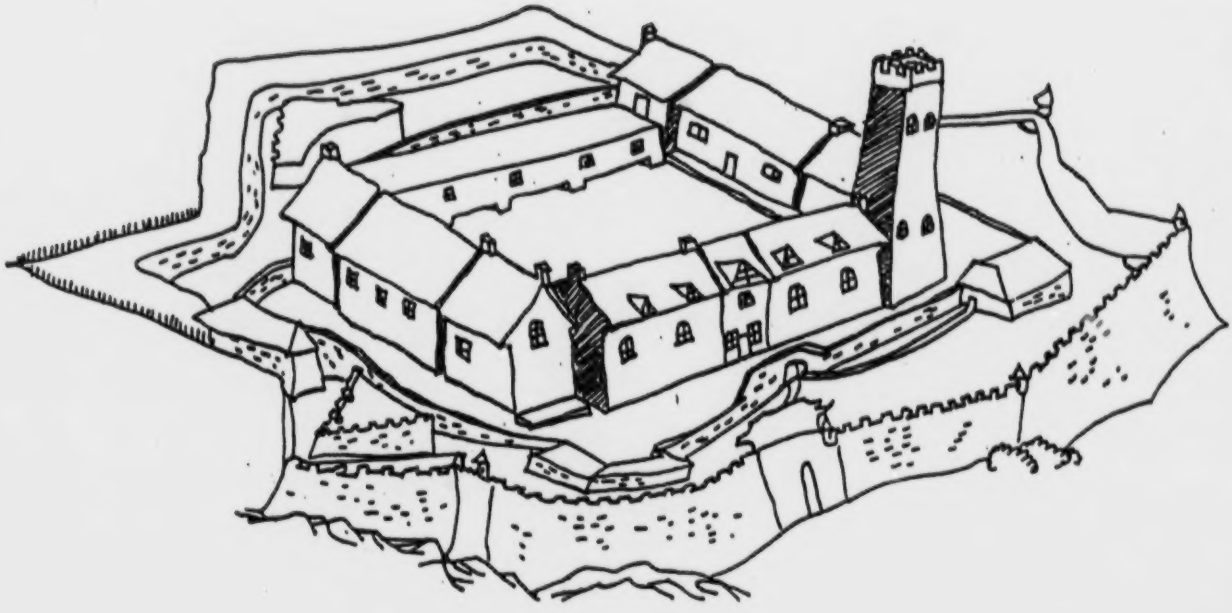
2. French colonies, 3. Spanish colonies, 4. English colonies,
5. English colonies, 6. French colonies

Language Activity

2. Does; make, 3. Does; make, 4.Do; have, 5. Does; go, 6. Do; make,
7. Do; have, 8. Does; have, 9. Do; elect, 10. Does; direct,
11. Does; approve

12 7/128

THE FRENCH AND INDIAN WAR



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The French and Indian War

A. New Words to Learn and Use

fort	battle	to last	treaty
result	territory	debt	

1. fort - a place where soldiers stay

   The French started to build a fort on land the English claimed.

2. battle - a big fight in a war

   There was a battle when English soldiers told the French soldiers to leave the land.

3. to last - to continue without stopping

   The war lasted seven years.

4. treaty - an agreement between two or more countries

   France, England, and Spain made a treaty that ended the war.

5. result - that which happens because of something else

   One result of the war was that France lost a lot of land in North America.

6. territory - land

   Another result of the war was England got new territory in North America.

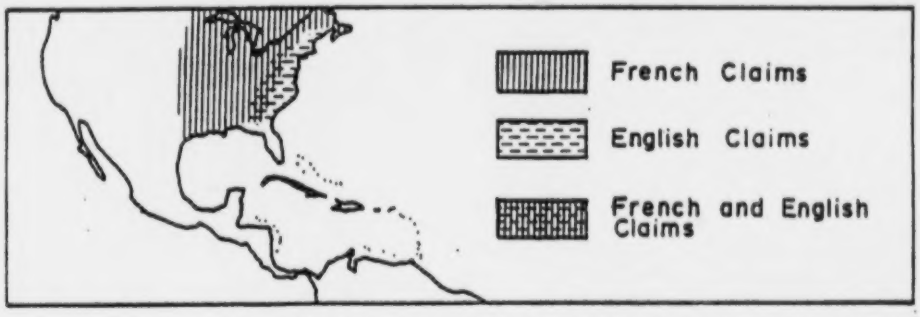
7. debt - money that someone borrows that he or she has to pay back

   England was not happy about its many debts after the war.

The French and Indian War

B. Mini-Reading

In 1755 people in Europe didn't know very much about the land in America. For this reason some of the land was claimed by both England and France. The map below shows the colonial claims of each country.



In 1755, French soldiers started to build a fort on the land claimed by both countries. The governor of Virginia sent a young soldier named George Washington to tell the French to leave. There was a fight between Washington's soldiers and the French soldiers. This battle started a war. This war was called the French and Indian War because the Indians were helping the French fight against the English colonists. Spain also gave some help to France in the war.

The French and Indian War lasted seven years. England won the war and France lost almost all of its land in the new world. The war ended in 1763 when England, France, and Spain signed a treaty in Paris.

The results of the war were:

1. Spain got control of the lower part of the Mississippi River.
2. France was no longer important in North America.
3. England got new territory in North America.
4. England had many new debts.

The French and Indian War

C. History Activity #1

Mini-Reading Questions

Answer the following questions with complete sentences. The questions are about the information in the mini-reading, "The French and Indian War."

1. Why is the war between France and England called the French and Indian War?

2. How did the French and Indian War begin?

3. When did it end?

4. What was a good thing that happened to England because of the war?

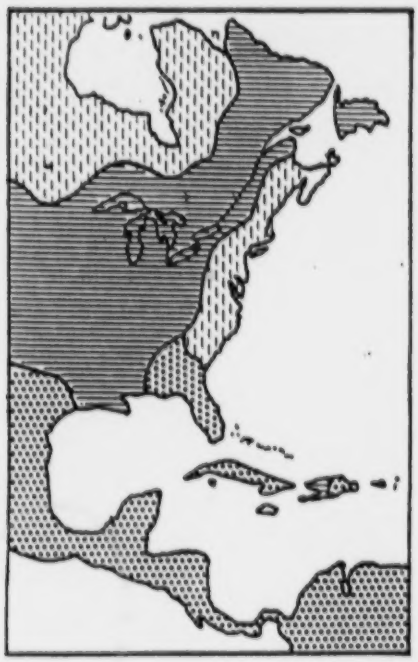
5. What was a bad thing that happened to England because of the war?

The French and Indian War

C. History Activity #2

Map Skills

North America
in 1755



North America
in 1763

English French Spanish

Answer the following questions using the maps above. Circle the correct answer.

1. What country lost the most land between 1755 and 1763?
   (a) France (b) England (c) Spain
2. What country added the most land to its territory between 1755 and 1763?
   (a) France (b) England (c) Spain
3. What country owned land in the western part of North America in 1763?
   (a) France (b) England (c) Spain
4. What country owned the eastern part of North America in 1763?
   (a) France (b) England (c) Spain

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The French and Indian War

C. History Activity #3

Cause and Effect

A cause is something that makes something else happen. What happens is called the effect or result.

For example:

"Because Columbus was looking for a sea route to India, he discovered a new world."

cause - Columbus was looking for a sea route to India.

effect - He discovered a new world.

Read the following pairs of sentences and decide which is a cause and which is an effect. The first one is done for you.

1. effect George Washington went to tell the French to leave the land that was believed to be part of Virginia.
   cause The French started to build a fort on land west of Virginia.
2. _____ The French were friendly with the Indians.
   _____ The Indians helped the French fight the English.
3. _____ Spain helped France fight against the English.
   _____ Spain did not like the English.
4. _____ George Washington was a friend of the Governor of Virginia. Washington was also a soldier who knew how to go to the place where the French were building their fort.
   _____ The Governor of Virginia sent George Washington to tell the French to leave the area claimed by Virginia.
5. _____ France lost a lot of land in North America
   _____ France lost the French and Indian War.
6. _____ England got new land in North America.
   _____ England won the French and Indian War.
7. _____ England fought a long war.
   _____ England had many debts.

The French and Indian War

D. Language Activity

The Use of "The" with Names of Places

Use "the" with:	Don't Use "the" with"
1. oceans: the Atlantic Ocean	1. one mountain: Mount Everest
2. rivers: the Mississippi River	2. one lake: Lake Superior
3. seas: the Red Sea	3. countries: England
4. canals: the Panama Canal	4. cities: Boston
5. groups of mountains: the Appalachians	5. counties: Montgomery County
6. groups of lakes: the Great Lakes	6. continents: Europe
7. countries with an adjective modifier: the United States, the Dominican Republic	7. states: Massachusetts
8. plural names of countries: the Philippines	

In the paragraphs that follow the word "the" has been left out. Fill in the blanks with the word "the" when it is necessary to complete the sentences correctly. Put an "X" in the spaces where you think "the" is not necessary.

_____ England and _____ France both had land in the country that was to become _____ United States. France also claimed land that included _____ Lake Superior in _____ Great Lakes.

In those days the Europeans did not have very good maps of _____ America, so both _____ England and France sometimes claimed the same land. One region that both countries claimed was the land beyond _____ Appalachian Mountains.

The French and Indian War

D. Language Activity (continued)

In 1755 the French started to build a fort on land that both England and France claimed. A young soldier from _____ Virginia was sent to tell the French to leave. This started a war in _____ America that extended across _____ Atlantic Ocean to _____ Europe and lasted for seven years. When the war ended, _____ England, _____ France, and _____ Spain signed a treaty in _____ Paris. Spain got control of the lower part of _____ Mississippi River. France was no longer important in _____ North America.

The French and Indian War

Key to Activities

History Activity #1

1. It was called the French and Indian War because the Indians were helping the French fight against the English.
2. It began when a young soldier named George Washington told the French to leave land that England claimed.
3. It ended in 1763.
4. A good thing that happened to England was it got new territory in North America.
5. A bad thing that happened to England was it had many debts after the war.

History Activity #2

1. a, 2. b, 3. c, 4. b

History Activity #3

2. cause; effect, 3. effect; cause, 4. cause; effect, 5. effect; cause, 6. effect; cause, 7. cause; effect

Language Activity

X England and X France both had land in the country that was to become the United States. France also claimed land that included X Lake Superior in the Great Lakes.

In those days the Europeans did not have very good maps of X America, so both X England and France sometimes claimed the same land. One region that both countries claimed was the land beyond the Appalachian Mountains.

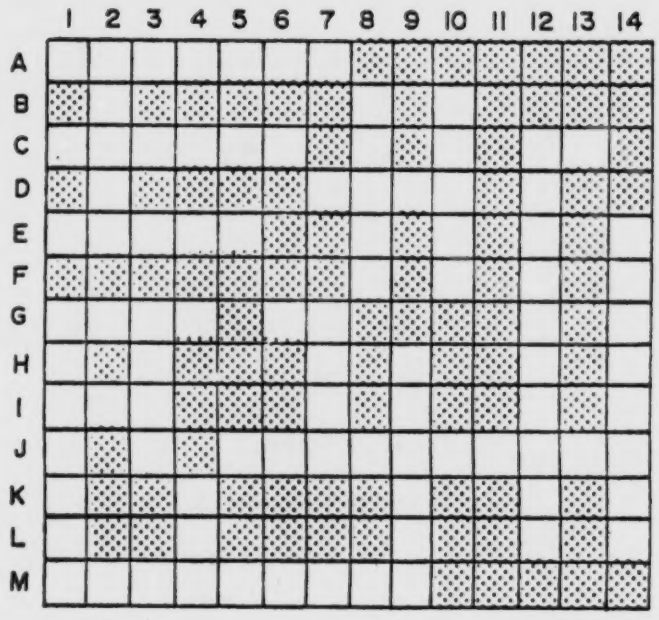
In 1755 the French started to build a fort on land that both England and France claimed. A young soldier from X Virginia was sent to tell the French to leave. This started a war in X America that extended across the Atlantic Ocean to X Europe and lasted for seven years. When the war ended, X England, X France, and X Spain signed a treaty in X Paris. Spain got control of the lower part of the Mississippi River. France was no longer important in X North America.

SUMMARY ACTIVITIES:
THE COLONIES IN NORTH AMERICA

Colonies in North America

Summary Activity #1

Vocabulary Crossword Puzzle



Across Questions

A 1. It was the job of the King to ____ the governor of a colony.

C 1 The leader of a church

C 12 Initials of the man who started the colony of Maryland

D 7 To say "no" to a law

E 1 A big party or great meal

G 1 A city with a good harbor

G 6 King James was the King ___ England

I 1 Another word for dirt is _s_ _ _ _

J 5 A small place in a new land where people go to live

M 1 Land

Down Questions

1 G To make something safe from danger. "The soldiers came to ___ the colonies."

2 A A period of time when there is no war

3 G Something that tells you what must or must not be done. "The Puritans made a ____against other religions in Massachusetts."

4 K The hair and skin of an animal

7 G A place where soldiers stay

8 B To choose someone for a job by voting

9 H A large area in a new land where people go to build settlements

10 B Things that people buy or sell

12 C A group of people who make rules

14 E Making things in factories

Colonies in North America

Summary Activity #2

Matching

Match the people with the statements that they might have said.

Person	Statement
_____ 1. Columbus	A. "The Catholics need a place where they can practice their religion."
_____ 2. Captain John Smith	B. "I want to thank you for giving my name to your settlement."
_____ 3. James I	C. "Stop building your fort on Virginia's land."
_____ 4. Roger Williams	D. "This place must be near India."
_____ 5. William Penn	E. "I was appointed by the King of England to govern Massachusetts.
_____ 6. George Calvert	F. "If this colony is to survive, you colonists must plant crops."
_____ 7. Governor Hutchinson	G. "I want a place for the Quakers to live and practice their religion."
_____ 8. George Washington	H. "I want the church leaders to be different people from the government leaders in my colony."

Colonies in North America

Summary Activity #3

Write the names of the thirteen colonies on the map below.

Colonies in North America

Summary Activity #4

Classification

To classify is to put in groups according to class. An example of classification is:

Animals	Humans	Plants
dog	girl	flower
cat	boy	bush
horse	woman	tree

You can see that the words in each group belong to the same class.

Classify the following group of words into four groups. Two of the groups have titles. You should write the titles for the other two groups.

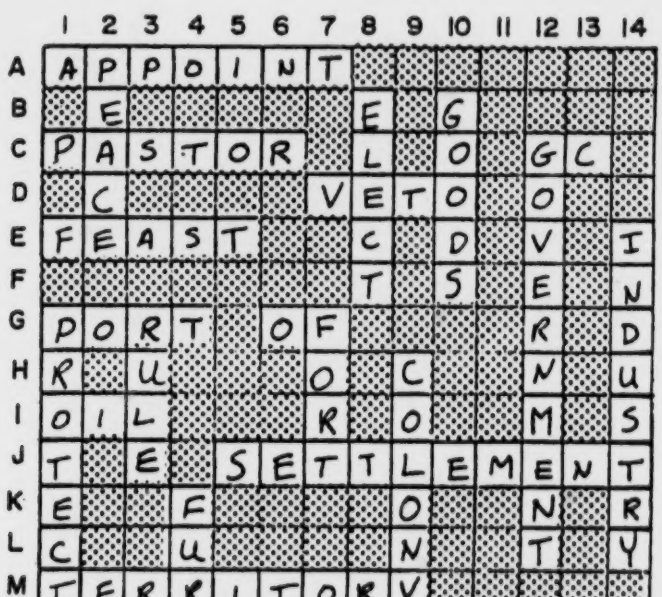
Maryland	Captain John Smith	Puritans	William Penn
New Jersey	South Carolina	Pilgrims	Georgia
better life	freedom of religion	Virginia	adventure
Pennsylvania	George Calvert	Catholics	Quakers

English Colonies in North America	Religious Groups		

The Colonies in North America

Key to Summary Activities

Summary Activity #1


1 2 3 4 5 6 7 8 9 10 11 12 13 14
A APPOINT E G
B E
C PASTOR L O GC
D C VETO O
E FEAST C D V I
F T S E N
G PORT OF R D
H R U O C N U
I OIL K O M S
J T E SETTLEMENT
K E F O N R
L C U N T Y
M TERRITORY

Summary Activity #2

1. D, 2. F, 3. B, 4. H, 5. G, 6. A, 7. E, 8. C

Summary Activity #3

(For the Answers, see the cover of the packet titled "Other English Colonies Begin in North America.")

Summary Activity #4

English Colonies in North America	Religious Groups	Important Leaders	Reasons for Coming
Maryland	Puritans	George Calvert	freedom of religion
New Jersey	Pilgrims	William Penn	better life
Pennsylvania	Catholics	Capt. John Smith	adventure
South Carolina	Quakers		
Georgia			
Virginia			

Section III THE AMERICAN REVOLUTION

Packet 1 England Makes New Laws for the Colonies

Packet 2 Taxation Without Representation

Packet 3 The Boston Massacre

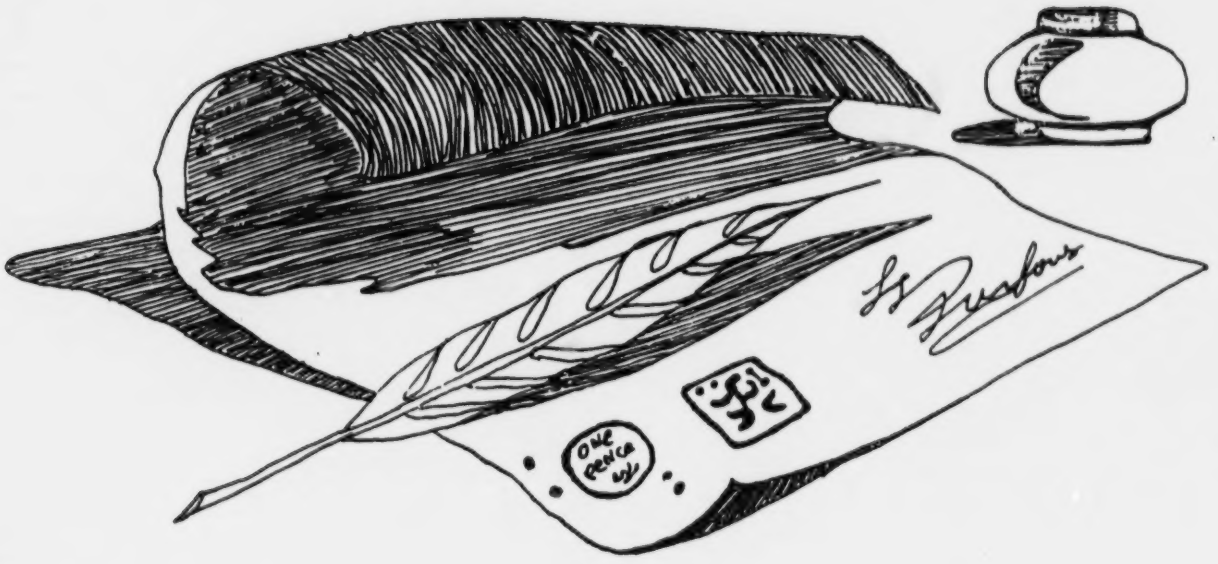
Packet 4 The Boston Tea Party

Packet 5 The Shot Heard Around the World

Packet 6 America Declares Its Independence

Packet 7 America Fights and Wins

Packet 8 The American Revolution:
Summary Activities



ENGLAND MAKES NEW LAWS FOR THE COLONIES

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England Makes New Laws for the Colonies

A. New Words to Learn and Use

Act	Navigation Acts	to trade	illegally
to solve a problem	legal document	birth certificate	
marriage license	to be included	price	

1. Act - a law
2. Navigation Acts - laws that controlled shipping in the colonies

   The Navigation Acts were part of the new laws made by Parliament.
3. to trade- to buy and sell

   The Navigation Acts said that the colonists could trade only with England.
4. illegally - in a way that is against the law

   The American businessmen started to trade illegally.
5. to solve a problem - find the answer to a problem

   England wanted to solve the problems that the Americans had caused when they didn't obey the law.
6. legal document - an important paper made by a court

   The colonists had to buy a stamp for legal documents.
7. birth certificate - a paper from a court that tells when a person was born.
8. marriage license - a paper from a court that gives two people permission to get married

   A birth certificate and a marriage license were important papers for the colonists.
9. price - the money a person pays for something he or she buys.
10. to be included - to be a part of something

    The stamp tax was not included in the price of things the colonists bought.

England Makes New Laws for the Colonies

B. Mini-Reading

When the French and Indian War ended in 1763, England had a very large debt. The King and Parliament thought that the thirteen American colonies should help pay this debt because England fought the war for them. For this reason, Parliament started to pass new laws and taxes for the American colonists.

Additions to the Navigation Acts were part of the new laws and taxes on the colonies. The Navigation Acts said that the Americans could trade only with England, not with any other countries. The Americans didn't like this law. Americans had traded with other countries for a long time. Why should they stop now? Many American busineemen didn't obey the Navigation Acts. They traded illegally with other countries and many did not pay the taxes that they were supposed to pay.

The English government was angry that the Americans were not obeying the laws of Parliament. For this reason they sent soldiers to collect the taxes and stop the illegal trade. But there were not many forts in the towns where the soldiers were supposed to work. England solved this problem by making another law called the Quartering Act. This law said that the people in the towns had to give the soldiers food and a place to stay..

Another English tax law to get money was the Stamp Act. This law said that if a colonist bought a newspaper or a book or needed a legal document such as a birth certificate or a marriage license, he had to buy a special stamp. This meant that if a colonist bought a newspaper, he also had to buy a stamp for the newspaper. The stamp showed that he paid his tax to England. Before the Stamp Act, any tax a colonist paid was included in the price of the thing he bought.

England Makes New Laws for the Colonies

C. History Activity #1

Mini-Reading Questions

1. What problem did England have after the French and Indian War?

2. Why did the King and Parliament think that the American colonies should help pay the war debt?

3. What did the Navigation Acts say?

4. Why didn't the Americans like the Navigation Acts.?

5. What did the American businessmen do that showed they didn't like the Navigation Acts?

6. What did the English government do to make the Americans obey the laws of Parliament?

7. What did the Quartering Acts say?

8. Why did Parliament make the Quartering Acts?

9. What did the Stamp Act say?

England Makes New Laws for the Colonies

C. History Activity #2

Fact or Inference

A fact in a reading is something that the words in a reading tell us. For example, the first sentence in the mini-reading tells us, "When the French and Indian War ended, England had a very large debt." That sentence tells us two facts. One fact is that the French and Indian War ended in 1763. Another fact is that England had a large debt in 1763.

An inference from a reading is something that the words in a reading do not say, but something that a person might think to be true because of the facts in the reading and other things that he or she knows. For example, from the same sentence, "When the French and Indian War ended in 1763, England had a large debt," we can make an inference. We might say that the sentence tells us that the war was very expensive and England probably didn't have enough money to pay for all of it. The words don't tell us that, but we can say that because of other things we know.

On the next page there is an exercise that gives you practice with facts and inferences.

England Makes New Laws for the Colonies

C. History Activity #2 (continued)

The following sentences are about the information in "England Makes New Laws for the Colonies." Read each sentence and decide if it is a fact or inference. Write "fact" or "inference" on the line in front of each sentence. The first two are done for you.

1. Inference Before the French and Indian War, the English government didn't want to make many laws for the colonies.
2. Fact The French and Indian War ended in 1763.
3. _____ The businessmen in Boston, New York, and Philadelphia probably hated the Navigation Acts very much..
4. _____ The American businessmen did not obey the Navigation Acts.
5. _____ The soldiers who were sent to make the people obey the laws probably stayed in large cities in the colonies.
6. _____ The Quartering Acts said that the people in the town had to give the soldiers food and a place to stay.
7. _____ Some of the towns probably built large houses for the soldiers to stay in.
8. _____ More soldiers went to New England and the Middle Colonies than to the Southern Colonies.
9. _____ The Stamp Act made the colonists pay a new kind of tax.

England Makes New Laws for the Colonies

D. Language Activity

"Might" - "Should" - "Could"

"Could" indicates <u>ability</u> in the past tense.

For Example:
Parliament <u>could</u> pass laws.

"Should" indicates <u>obligation</u>.

For Example:
The King thought that the colonies <u>should</u> pay the taxes.

"Might" indicates <u>possibility</u>.

For Example:
If the colonies don't pay the taxes, the King <u>might</u> get angry.

Combine the two groups of words and make a sentence with "could" or "could not." The first one is done for you.

1. (the King and Parliament)
(pass laws to collect taxes from the colonies)

The King and Parliament could pass laws to collect taxes from the colonies.

2. (after the Navigation Acts, the colonies)
(trade with other countries)

_____

_____

3. (the English soldiers)
(stop the illegal trade)

_____

_____

Combine the two groups of words into one sentence using "should" or "should not." Follow the same pattern as sentences 1, 2, and 3.

4.(the American businessmen thought that they)
(obey the Navigation Acts)

_____

_____

5.(England thought that the colonies)
(pay England's war debt)

_____

_____

Combine the two groups of words into one sentence using "might" or "might not" Follow the example of the previous sentences.

6.(the King said that he)
(send more soldiers)

_____

_____

7.(the colonists said that they)
(trade illegally)

_____

_____

England Makes New Laws for the Colonies

Key to Activities

History Activity #1

1. It had a very large debt.
2. England had the debt because it fought the French and Indian War for the colonies.
3. They said that Americans could trade only with England.
4. They didn't like it because they had traded with other countries for a long time.
5. They traded illegally with other countries and didn't pay the taxes that they were supposed to pay.
6. The government sent soldiers to collect the taxes and stop the illegal trade.
7. They said that the people in the towns had to give the soldiers food and a place to stay.
8. It made this law because there were not many forts in the towns where the soldiers were supposed to work.
9. It said that if a colonist bought a newspaper or a book or needed a legal doucment, he had to buy a special stamp.

History Activity #2

3. Inference, 4. Fact, 5. Inference, 6. Fact. 7. Inference,
8. Inference, 9. Fact

Language Activity

2. After the Navigation Acts, the colonies could not trade with other countries.
3. The English soldiers could not stop the illegal trade.
4. The American businessmen thought that they should not obey the Navigation Acts.
5. England thought that the colonies should pay England's war debt.
6. The King said that he might send more soldiers.
7. The colonists said that they might trade illegally.

TAXATION WITHOUT REPRESENTATION

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Taxation Without Representation

. New Words to Learn and Use

boycott	representative	congress	to protest
taxation	committee	correspondence	concerning

1. boycott - stop buying something

   The colonists boycotted things from England because they didn't like the stamp tax.

2. representative - one person who speaks for many people at a meeting

   Representatives from each colony went to a meeting in New York called the Stamp Act Congress.

3. congress - a big meeting

4. to protest - to speak against something

   The Stamp Act Congress protested the Stamp Act.

   taxation - making tax laws

   The colonists were unhappy about the taxation of Parliament on the colonies

6. committee - a small group of people who have a special job to do for a larger group of people

7. correspondence - writing letters

8. concerning - about

   The Committees of Correspondence wrote letters to other colonies concerning the problems with England.

Taxation Without Representation

B. Mini-Reading

The colonists were not happy about the Stamp Act that Parliament passed. Usually a tax was hidden in the price of something a colonist bought. But the stamp tax was a direct tax and was not hidden. The colonists could see the tax and they didn't like it.

The colonists did two things to fight against the Stamp Act. One was they started a group called the "Sons of Liberty." This group tried to get people to boycott English goods. They wanted people to stop buying things from England.

The colonists also sent representatives from the colonies to New York City to a special meeting called the Stamp Act Congress. The representatives in this meeting protested to England about the Stamp Act. They said that it was "taxation without representation." By that they meant that the colonies had no representatives in Parliament who could vote for or against tax laws that Parliament made.

England was not happy about the boycott of English goods and the protests from the colonial representatives. The government decided to stop the Stamp Act in 1767. But they imposed other taxes on glass, paint, lead, paper and tea.

The colonists, however, didn't like these taxes either. It was still taxation without representation. A man named Sam Adams, a leader of the Sons of Liberty in Massachusetts, started another boycott of English goods. Also, the Sons of Liberty started a new group called the Committees of Correspondence. There was a Committee in each colony. The Committees wrote letters to each other about things that were happening in their colonies concerning the problems with England.

Taxation Without Representation

C. History Activity #1

Mini-Reading Questions

Answer the following questions about the mini-reading "Taxation Without Representation." Use Complete Sentences.

1. How did the colonists feel about the Stamp Act?

2. What were two things the colonists did to fight against the Stamp Act?

3. What did the Sons of Liberty try to get the people to do?

4. What did the Stamp Act Congress mean when it said that the Stamp Act was taxation without representation?

5. Why did England stop the Stamp Act?

6. Why were the colonists unhappy about the new taxes that Parliament made?

7. Who was Sam Adams?

8. What did the Committees of Correspondence do?

Taxation Without Representation

C. History Activity #2

Action - Reaction

Action and reaction are similar to cause and effect. Action means that one person or a group does something or something happens. Reaction means that someone does something because of the first action.

For Example:

Action		Reaction
England spent a lot of money to protect the colonies during the French and Indian War.	→	Because of this, England imposed taxes on the colonies to help pay for the French and Indian War.
The colonists did not pay the taxes that England imposed.	→	Because of this, England sent soldiers to make the people pay the taxes.

On the next page there is an exercise asking you to match actions with reactions.

Taxation Without Representation

C. History Activity #2 (continued)

Below are lists of actions and reactions from the reading "Taxation Without Representation." Match the actions with the correct reactions in the numbered sentences. Some of the reactions may be used more than once. The first one is done for you.

Actions

1. The French and Indian War gave England a large debt. One reaction of Parliament was __e__.
2. Parliament passed the Stamp Act. Two reactions of the colonists were _____ and _____.
3. The colonists protested the Stamp Act by boycotting English goods. The reaction of Parliament was _____.
4. After England stopped the Stamp Act, it still needed money to pay its debts. The reaction of Parliament was _____.
5. Parliament made new taxes on paint, lead, glass, and paper. Two reactions of the colonists were _____ and _____.

Reactions

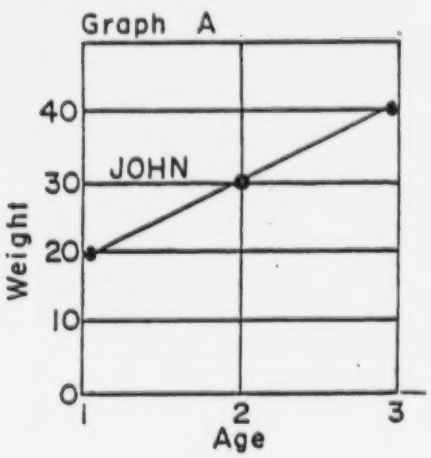
a. It stopped the Stamp Act.
b. They boycotted English goods.
c. They started the Committees of Correspondence.
d. They sent representatives to the Stamp Act Congress
e. It passed the Stamp Act.
f. It imposed new taxes on paint, lead, glass, and paper.

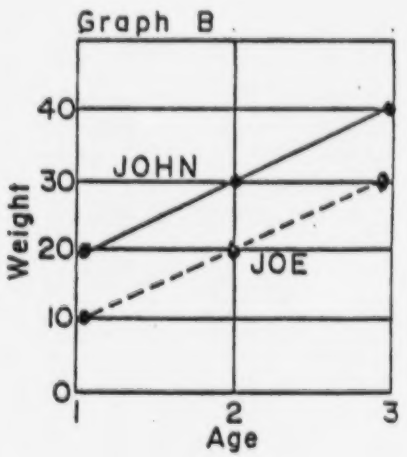
Taxation Without Representation

C. History Activity #3

Reading Line Graphs

Earlier you learned about pie and bar graphs. Another kind of graph we use is a line graph. The information is put on the graph as a series of dots that are connected by a line. Look at Graph "A" below for an example. It shows that at age one, John weighed 20 pounds. At age two, he weighed 30 pounds and grew to weigh 40 pounds at age 3.

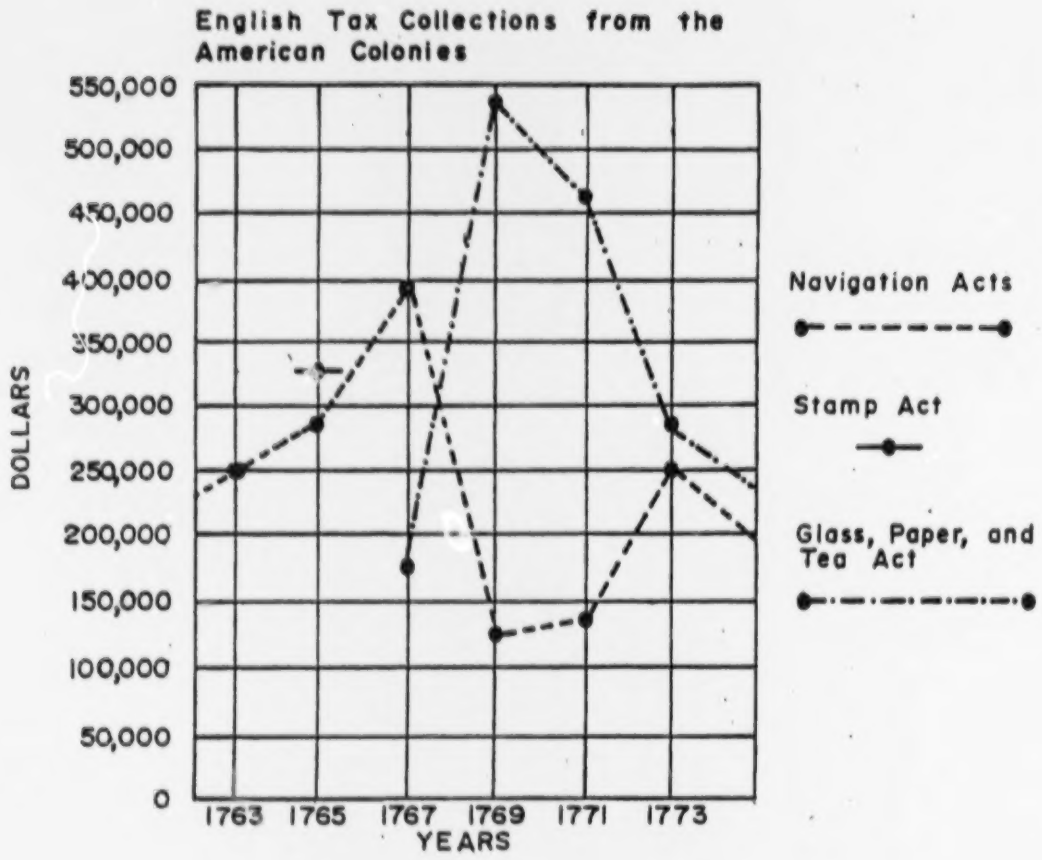




Sometimes we give information about more than one thing on the same graph. We still use straight lines but we use different kinds of lines for each source of information. Look at Graph B for an example of this. Graph B compares John's weight and Joe's weight. At age one, Joe weighed ten pounds. At age two, he weighed twenty pounds.

Taxation Without Representation

C. History Activity #3 (continued)



Answer the questions using the graph above. Underline your answer.

1. What was the largest amount of money collected by the Navigation Acts?
   (a) $110,000 (b) $400,000 (c) $540,000 (d) $340,000

2. In which year did the taxes on glass, paper, and tea collect about $460,000?
   (a) 1769 (b) 1771 (c) 1773 (d) 1767

3. Why is the symbol for the Stamp Act very short?
   (a) It was a small tax. (b) It lasted for only a year.
   (c) It was not very important.

4. Which tax law gave England the most money in 1773?
   (a) the Navigation Acts (b) the Stamp Act (c) the taxes on glass, paper, and tea.

Taxation Without Representation

D. Language Activity

Adverb Clauses with "Because"

The word "because" is used in telling the reason why something happened or the reason why somebody did something.

For example:

> England sent soldiers to the colonies because the people didn't pay the taxes.

The sentences below are incomplete. Complete each sentence by telling the reason why the first part of each sentence happened. The first one is done for you. The sentences are about the information in the mini-reading "Taxation Without Representation."

1. England passed the Stamp Act because it needed money to pay its debt after the French and Indian War.

2. England had a large debt because _____

_____

3. The Sons of Liberty wanted people to stop buying English goods because

_____

_____

4. The colonists protested the Stamp Act because _____

_____

5. The English government decided to stop the Stamp Act because _____

_____

6. The English government imposed other taxes on glass, lead, paper, and tea because _____

_____

Taxation Without Representation

Key to Activities

History Activity #1

1. The colonists were not happy about the Stamp Act.
2. They started a group called the Sons of Liberty and they sent representatives from the colonies to a special meeting called the Stamp Act Congress.
3. They wanted the people to boycott English goods.
4. The Congress meant that the colonies had no representatives in Parliament who could vote for or against tax laws that Parliament made.
5. England stopped the Stamp Act because of the boycott of English goods and the protests of the colonial representatives.
6. The new taxes were still taxation with representation.
7. Sam Adams was a leader of the Sons of Liberty in Massachusetts.
8. The Committees of Correspondence in each colony wrote letters to other colonies about things that were happening concerning the problems with England.

History Activity #2

2. b; d, 3. a, 4. f, 5. b; c

History Activity #3

1. b, 2. b, 3. b, 4. c

Language Activity

(Answers may vary slightly.)

2. England had a large debt because it spent a lot of money in the French and Indian War.
3. The Sons of Liberty wanted people to stop buying English goods because they wanted England to stop the taxes.
4. The colonists protested the Stamp Act because it was taxation without representation.
5. The English government decided to stop the Stamp Act because the colonists boycotted English goods.
6. The English government imposed other taxes on glass, lead, paper, and tea because it needed money to pay its debt.

THE BOSTON MASSACRE

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The Boston Massacre

A. New Words to Learn and Use

part time job	to surround	snowball
suddenly	massacre	

1. part time job - a job in which a person works less than forty hours a week.

   Some soldiers had part time jobs in the evenings.

2. to surround - to go around

   Some angry people surrounded a soldier who was standing in a street in Boston.

3. snowball - a ball made of snow

   The people threw snowballs at the soldier.

4. suddenly -quickly; without warning

   Suddenly the soldiers started to shoot their guns.

5. massacre - killing many people for no reason

   Some people called the killing of five people a massacre.

The Boston Massacre

B. Mini-Reading

England sent soldiers to the colonies to make the people obey the laws of Parliament. The people of Boston hated the soldiers who were sent to their city. The colonists had to give the soldiers food and a place to stay. Some of the soldiers took part time jobs that the colonists needed.

On March 5, 1770, an angry group of people surrounded some soldiers and started to throw snowballs and rocks at them. Suddenly the soldiers started shooting and five of the colonists were killed.

The following is a conversation that might have happened between a young boy and his father after the shooting in Boston.

Boy: Dad, did you hear about what happened today?

Father: Yes. The English soldiers killed five colonists.

Boy: Did you know any of the people who were killed?

Father: One of them was Crispus Attucks, a black member of the Sons of Liberty.

Boy: Why did the soldiers do it?

Father: I heard that the people were throwing snowballs and rocks at them.

Boy: But the people didn't have guns!

Father: Maybe the soldiers were afraid, or maybe the whole thing was an accident. Isn't it a terrible thing to happen to us?

Boy: Yes. I heard that Sam Adams called it a massacre. But it wasn't really a massacre. Why would he say it was?

Father: I think he wants to make the colonists angry. None of us like the soldiers or the taxes from England. We have always ruled ourselves and we want to continue ruling ourselves.

The Boston Massacre

C. History Activity #1

Mini-Reading Questions

Answer the following questions about the conversation between the father and the son in the mini-reading for "The Boston Massacre." Write your answers in complete sentences.

1. How many colonists died in the Boston Massacre?

2. Was the Boston Massacre really a massacre?

3. Why did Sam Adams call it a massacre?

4. What were two reasons that the people of Boston hated the English soldiers?

The Boston Massacre

C. History Activity #2

Point of View - Patriot or Loyalist

A patriot was a person who was not happy about the new English laws and didn't like the soldiers that the English government sent to the colonies. A loyalist was a person who supported the King and Parliament. He was not against the laws or the English soldiers.

Sam Adams was a patriot. His opinion about the death of the five colonists in Boston was different from the opinion of a loyalist. Another way to say opinion is "point of view." From his point of view, or in his opinion, it was a massacre. But from the point of view of a loyalist it wasn't a massacre.

On the next page there is an exercise that gives you practice with point of view.

The Boston Massacre

C. History Activity #2 (continued)

The following statements are all about the Boston Massacre. Some show the point of view of a patriot and some show the point of view of a loyalist. Read each statement and decide whose point of view it is. Write "patriot" or "loyalist" in front of each statement. The first two are done for you.

1. loyalist "We need to pay these taxes to help England pay its debts."
2. patriot "England did not make tax laws for us before. It can't do it now."
3. _____ "We need the soldiers to make the people obey the laws."
4. _____ "The soldiers shouldn't be here and I'm not going to give them any food."
5. _____ "Those soldiers are taking jobs from us."
6. _____ "Those people were going to kill the soldiers who have come to protect us."
7. _____ "The people were only throwing snowballs, but the soldiers started to shoot at them with their guns."
8. _____ "I hope they send all of those soldiers to jail."
9. _____ "I hope they send more soldiers and put the Sons of Liberty in jail."

The Boston Massacre

D. Language Activity

Point of View

In the dialogue, about the Boston Massacre the father is trying to explain to his son what happened. The man and his son are Americans, and they believe that the English soldiers should not be in the colonies. That is their opinion or point of view.

However, there were other people in Boston with a different point of view about the trouble in Boston. They believed that the soldiers were right for doing what they did.

Think of yourself as a soldier who was in the middle of the shooting in Boston when the five people were killed. Another soldier, who is a friend of yours, is asking you questions about what you saw and what you did. On the lines below complete the dialogue between the two soldiers. Try to show a point of view that was different from Sam Adams and the Sons of Liberty.

First soldier (in the Boston Massacre): We had a terrible day today.

Second soldier (friend of first soldier): What happened?

First soldier: _____

Second soldier: Why were the people doing that?

First soldier: _____

Second soldier: Did you tell them to stop?

First soldier: _____

Second Soldier: What happened next?

First soldier: _____

Second Soldier: What do you think will happen now?

First soldier: I don't know. But I hope

The Boston Massacre

Key to Activities

History Activity #1

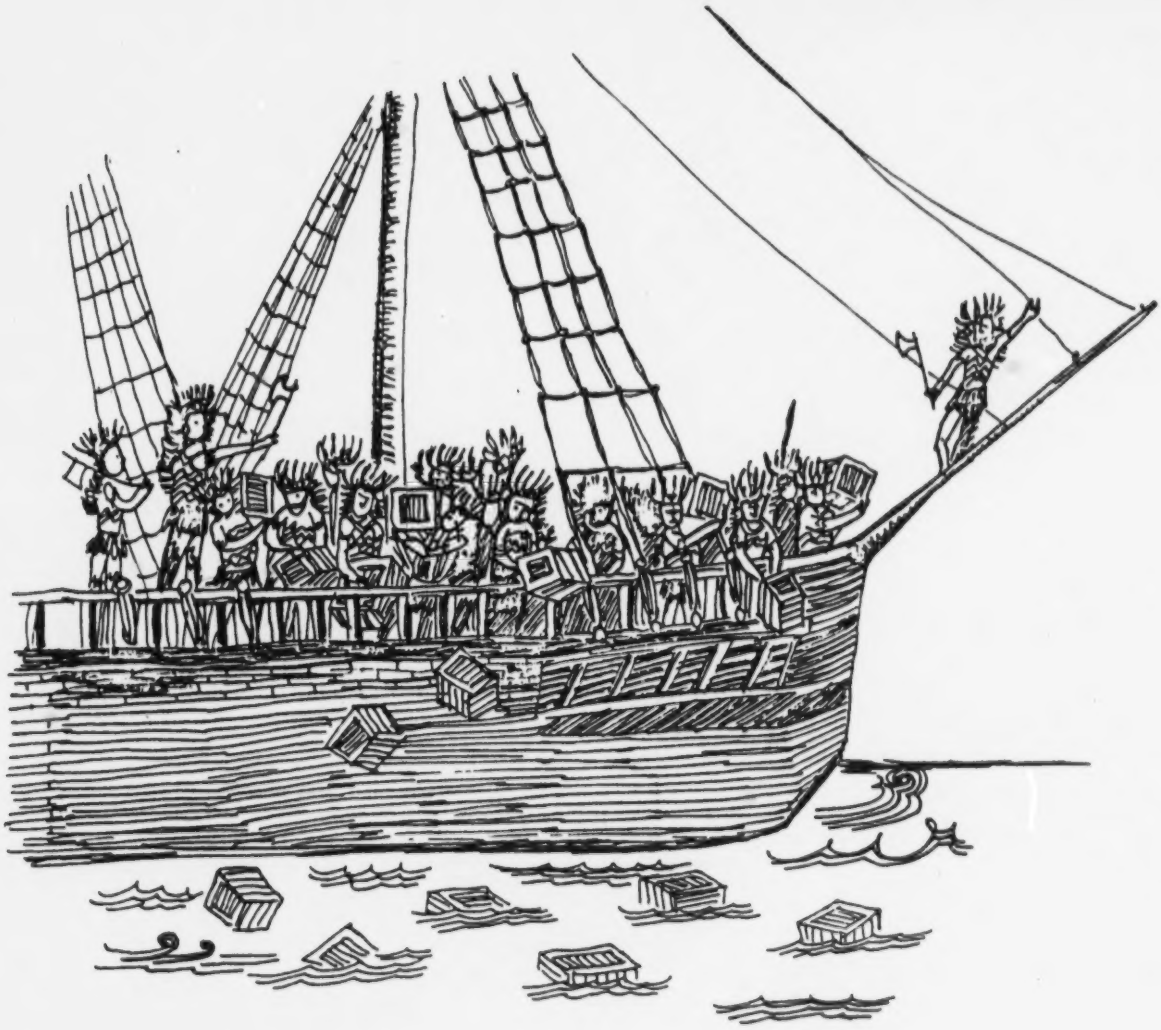
1. Five colonists died in the Boston Massacre.
2. No, it wasn't really a masscre.
3. He wanted to make the colonists angry.
4. The colonists had to give the soldiers food and a place to stay. Some of the soldiers took part time jobs that the colonists needed. (The soldiers were in the colonies to make the people pay the taxes and obey the laws.)

History Activity #2

3. loyalist, 4. patriot, 5. patriot, 6. loyalist. 7. patriot,
8. patriot, 9. loyalist

Language Activity

(Answers may vary.)



THE BOSTON TEA PARTY

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The Boston Tea Party

A. New Words to Learn and Use

to have the power	cargo	to punish	to pass laws
intolerable	supplies	continental	

1. to have the power - to be able to

   Parliament believed that they had the power to impose taxes on the colonies.

2. cargo - something that a ship carries

   The ship in Boston harbor had a cargo of tea.

3. to punish - to do a bad thing to someone because he or she does something bad

   The King and Parliament punished Boston after the Boston Tea Party.

4. to pass laws - to make laws

   Parliament passed some new laws to punish Boston.

5. intolerable - very terrible

   The colonists called the new laws of Parliament the "Intolerable Acts."

6. supplies - things that people need to do a job

   The other colonies sent supplies like flour and cloth to help Boston after the King passed the laws to punish Boston.

7. continental - for the whole continent

   The First Continental Congress was not really a meeting for the whole continent of North America. It was only for the thirteen English colonies.

The Boston Tea Party

B. Mini-Reading

The second boycott of English goods which was started by the Sons of Liberty worked well. The English stopped the taxes on glass, paint, lead, and paper. But Parliament kept one tax - a tea tax - to show that it still had the power to tax the colonies.

The American colonists thought that the tea tax was wrong. One night in December, 1773, members of the Sons of Liberty who were dressed like Indians went on a ship in the Boston harbor. The ship had a cargo of English tea. The Sons of Liberty took the tea and threw it into the harbor. The Americans called this the "Boston Tea Party."

The King and Parliament were very angry about this. They passed new laws to punish Boston for the Boston Tea Party. The colonists called these laws the "Intolerable Acts." The Intolerable Acts did four things to the colony of Massachusetts.

1. They closed the port of Boston to all trade.
2. They stopped all town meetings.
3. They sent more English soldiers and told them to stay in the colonists' homes.
4. They told the government of Massachusetts to pay for the tea.

These acts made life in Boston very difficult. With the port closed, businesses lost a lot of money and people could not get the things they needed. But the other colonies helped the people of Boston with food and other supplies. They knew that this might happen to them also.

The Committees of Correspondence also got busy again. They asked representatives from all the colonies to come to a meeting in Philadelphia in 1774. They called this meeting the First Continental Congress. The

The Boston Tea Party

B. Mini-Reading (continued)

Congress asked all colonists to boycott English goods. It also sent a letter to King George III of England and asked him to stop the Intolerable Acts. If these actions didn't help Boston, the members of the Congress planned to meet again in May of the following year.

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The Boston Tea Party

C. History Activity #1

Mini-Reading Questions

Answer the questions below about the mini-reading, the "Boston Tea Party." Use complete sentences.

1. What was the reaction of the English government to the second boycott of English goods?

2. Why did they keep the tax on tea?

3. How did some of the Sons of Liberty show that they didn't like the tea tax?

4. What did the colonists call the laws made by the English government after the Boston Tea Party?

5. What did the Intolerable Acts do to Massachusetts?

6. What was the reaction of the other colonies to the Intolerable Acts?

7. What was the reaction of the Committees of Correspondence?

8. How did the First Continental Congress fight against the Intolerable Acts?

The Boston Tea Party

C. History Activity #2

The paragraph below is about information in the mini-reading, "The Boston Tea Party." Some of the words in the paragraph are missing. Fill in the blanks in each sentence with a word that best completes each sentence.

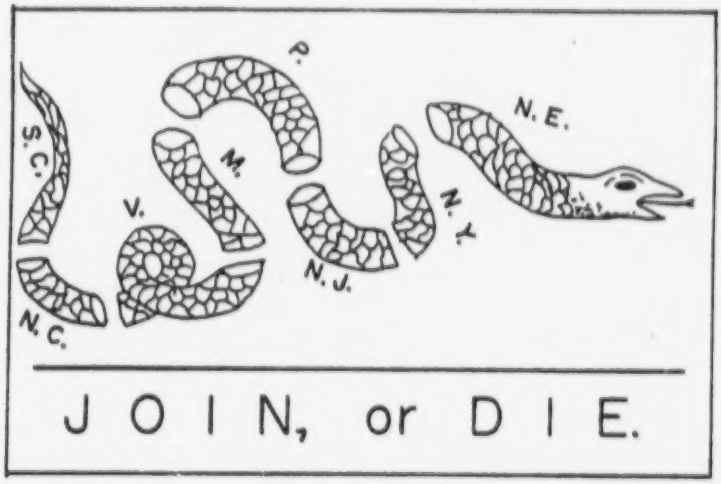
The people of Boston were not happy about the tax on _____ that England kept on the colonies. One night in December, 1773, some of the _____ threw some English _____ off a ship and into the _____. The King and Parliament were very _____ about this. They _____the port of Boston. They stopped all town _____ in Massachusetts. They sent more _____ to Massachusetts. They told Massachusetts to _____ for the tea. But the people in the other _____ helped Boston. Later the Committees of Correspondence asked the colonies to send representatives to a meeting in Philadelphia called the _____. The Congress asked everyone to _____ English goods. It also sent a letter to _____ and asked him to stop the _____.

The Boston Tea Party

C. History Activity #3

Interpreting a Cartoon

Often books or newspapers have cartoons to show an opinion or point of view about a topic. Below is a cartoon that was drawn at the time of the American Revolution.



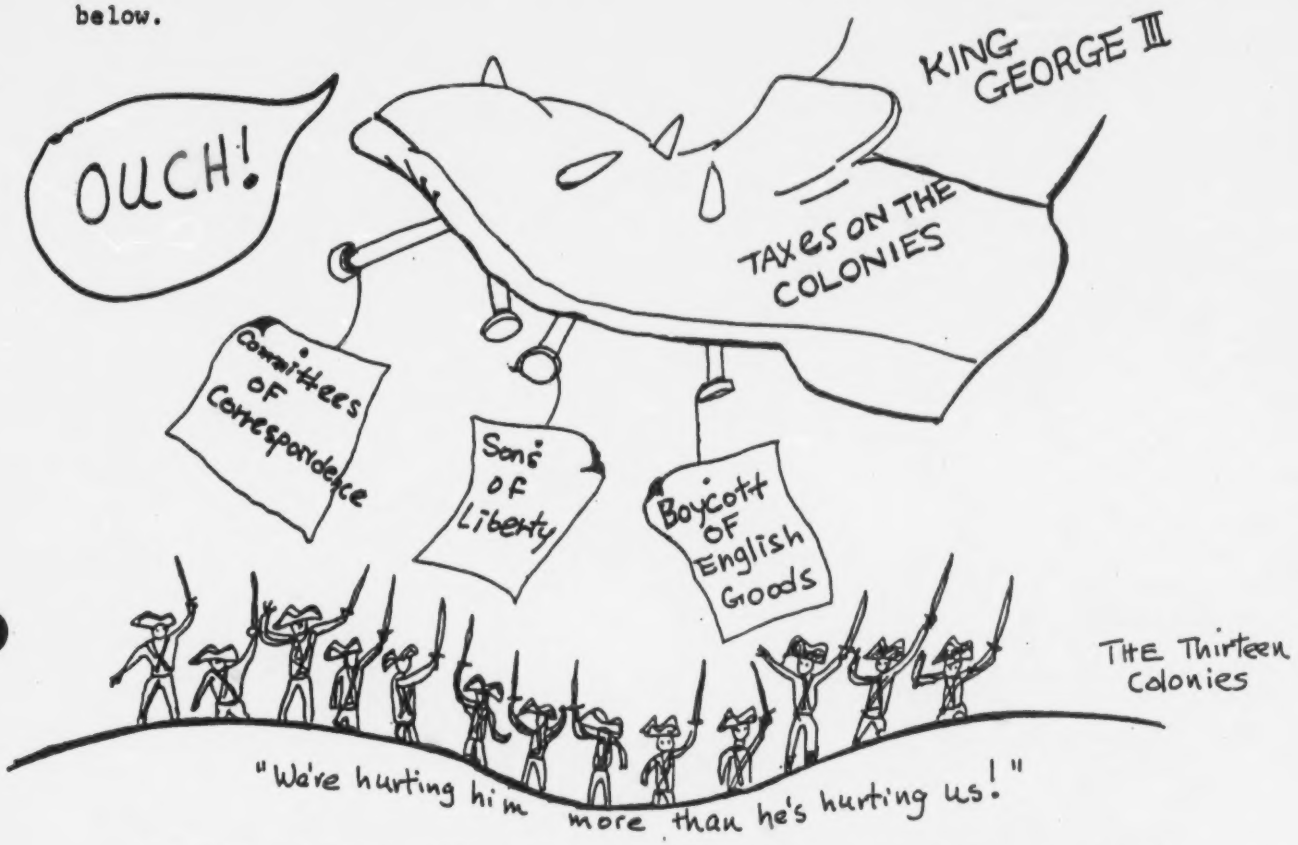
The parts of the snake represent the different colonies. Just as the snake cannot live if it is cut up into parts, so the colonies will not win against England if they do not join together and help each other.

On the next page is another cartoon about some of the things that were happening before the Revolution.

The Boston Tea Party

C. History Activity #3 (continued)

Look at the cartoon and underline the best answer for each of the questions below.



1. According to the cartoon, how is the King trying to hurt the colonies?

   (a) with boycotts (b) with taxes (c) with the Sons of Liberty

2. Who is getting hurt more?

   (a) the King (b) the colonists (c) the Sons of Liberty

3. What do the nails in the foot represent?

   (a) the King's anger (b) the ways the colonists fought against the taxes

   (c) the colonial assemblies

4. This cartoon would probably make _____ angry.

   (a) the King (b) the colonists (c) the Committees of Correspondence

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The Boston Tea Party

D. Language Activity

Writing a Letter

In the mini-reading, "The Boston Tea Party," you learned about the Intolerable Acts passed by the English Parliament and what these Acts did to the colony of Massachusetts.

Think of yourself as a colonist in Boston who is very angry about these laws. Write a letter to King George III of England and protest these laws. In the letter tell the King why you think these laws are bad and what you think will happen if he does not stop them right away.

3 South Street
Boston, Massachusetts
June 13, 1774

His Excellency King George III
King of England
Buckingham Palace
London, England

Dear Excellency King George,

_____

_____

_____

_____

_____

_____

_____

_____

Your faithful servant,

_____

The Boston Tea Party

Key to Activities

History Activity #1

1. The English stopped the taxes on glass, paint, lead, and paper but kept the tax on tea.
2. Parliament kept the tax on tea to show that it still had the power to tax the colonies.
3. They took a cargo of English tea and threw it into Boston Harbor.
4. They called them the Intolerable Acts.
5. They closed the port of Boston, stopped all town meetings, sent more soldiers, and told the government of Massachusetts to pay for the tea.
6. The other colonies helped the people of Boston.
7. They asked representatives from all the colonies to come to a meeting in Philadelphia in 1774.
8. It asked all colonists to boycott English goods. It also sent a letter to the King and asked him to stop the Intolerable Acts.

History Activity #2

The people of Boston were not happy about the tax on tea that England kept on the colonies. One night in December, 1773, some of the Sons of Liberty threw some English tea off a ship and into the harbor. The King and Parliament were very angry about this. They closed the port of Boston. They stopped all town meetings in Massachusetts. They sent more soldiers to Massachusetts. The told Massuchetts to pay for the tea. But the people in the other colonies helped Boston. Later, the Committees of Correspondence asked the colonies to send representatives to a meeting in Philadelphia called the First Continental Congress. The Congress asked everyone to boycott English goods. It also sent a letter to King George III and asked him to stop the Intolerable Acts.

History Activity #3

1. b, 2. a, 3. b, 4. a

Language Activity

(Answers will vary.)

THE SHOT HEARD AROUND THE WORLD

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The Shot Heard Around the World

A. New Words to Learn and Use

ammunition	spy	Minutemen	to fire a shot
revolution	democratic	to inspire	

1. ammunition - bullets and powder that are used when shooting a gun

   The colonists did not want the British to know about the ammunition they had in Concord.

2. spy - a person who tries to get information that he is not supposed to have.

   The Sons of Liberty told some spies to find out what the English planned to do.

3. Minutemen - the name for some of the colonial soldiers

   The Minutemen were ready to fight the English quickly.

4. to fire a shot - to shoot a gun

   We do not know who fired the shot that began the Revolution.

5. revolution - a fight to change the government of a country

   The fighting at Lexington was the beginning of the American Revolution.

6. democratic - controlled by the people

   The American Revolution was the first democratic revolution in the world. It was started by the people and was fought for the people.

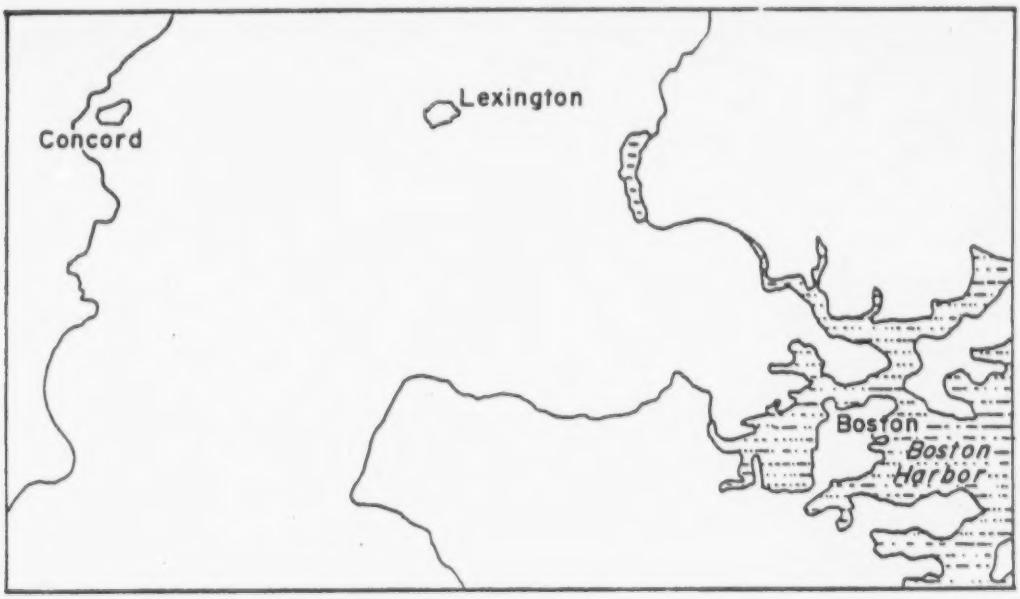
7. to inspire - to give ideas to; to give courage to

   The American Revolution inspired people in other countries who also wanted governments that were democratic.

The Shot Heard Around the World

B. Mini-Reading

After Parliament passed the Intolerable Acts, the leader of the English soldiers in Boston, General Gage, told his men to find any guns or ammunition that the colonists might have. In April, 1775, he heard that the colonial soldiers had guns and ammunition hidden at Concord, Massachusetts. This town was only twenty-one miles from Boston. On the road from Boston to Concord was a little town called Lexington. Look at the map below to find these places.



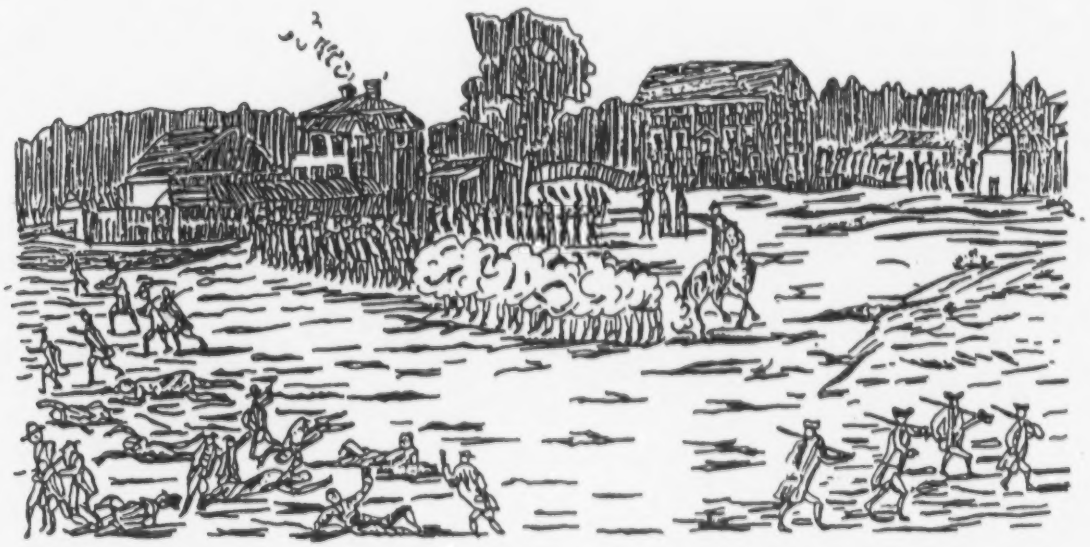
Spies who worked for the Sons of Liberty learned that the English soldiers were going to Concord to get the guns and ammunition. Three men, Paul Revere, William Dawes and Dr. Sam Prescott, rode from Boston to tell the colonists that the English soldiers were coming. The colonial soldiers, who called themselves Minutemen, were ready to fight quickly. This was why they were called Minutemen.

The Shot Heard Around the World

B. Mini-Reading (continued)

The Minutemen met the English soldiers at a park in Lexington on the morning of April 19, 1775. Someone fired a shot that started the fighting between the Americans and the English. We do not know who fired the first shot, but when the fighting was over, eight Americans were dead. This was the beginning of the American Revolution.

The American Revolution was the first democratic revolution in the world. It inspired people in other countries who also wanted democratic governments. That is why the first shot fired at Lexington is called "the shot heard around the world."



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The Shot Heard Around the World

C. History Activity #1

Mini-Reading Questions

The questions below are about the information in the mini-reading, "The Shot Heard Around the World." Answer them with complete sentences.

1. Why were the English soldiers going to Concord in April, 1775?

2. When and where did the American Revolution begin?

3. Which group of soldiers started the American Revolution, the American soldiers or the English Soldiers?

4. Why do we call the first shot of the Revolution "The Shot Heard Around the World"?

The Shot Heard Around the World

C. History Activity #2

Correcting a Paragraph

The paragraph below is about the information in "The Shot Heard Around the World." The underlined words in the paragraph are wrong. Cross out the wrong words and write the correct words above them. The first one is done for you.

The Beginning of the American Revolution

After the ~~Massachusetts Assembly~~ Parliament passed the Impossible Acts, General Revere, the leader of the English soldiers in New York, told his men to go to Concord, Maryland to find guns and ammunition that the Indians might have. The soldiers stopped in St. Augustine, a little town on the road to Concord. There they met the colonial soldiers who called themselves Marines. On the morning of April 19, 1975, fighting began between the Americans and English. When the fighting was over, eight Frenchmen were dead. This was the beginning of the Spanish American War.

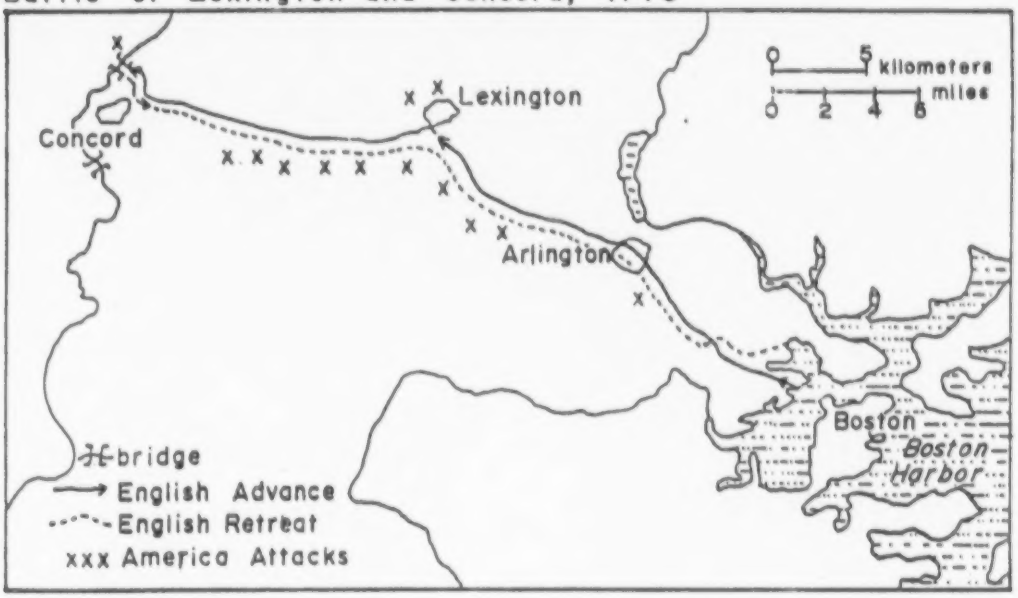
The Shot Heard Around the World

C. History Activity #3

Map Reading

The fighting in Lexington was not the only fighting on April 19, 1775. There was also fighting at Concord and attacks on the English when they were returning to Boston. The map below shows the location of some of the fighting. Look at the map and underline the best answer for each of the questions below.

Battle of Lexington and Concord, 1775



1. Did the English have to cross a river before they started to march to Concord from the city of Boston?

   (a) yes (b) no

2. Where was the fighting when the English got to Concord?

   (a) in the town of Concord (b) at the bridge north of Concord
   (c) at the bridge south of Concord

3. When the English soldiers were returning to Boston, the Americans continued to attack them. Where were these attacks?

   (a) between Concord and Lexington only (b) between Concord and Boston (c) between Arlington and Boston only

The Shot Heard Around the World

D. Language Activity

Adjective Clauses

An adjective clause is a group of words with a subject and a verb that is used as an adjective. Adjective clauses usually begin with a relative pronoun such as "who," "that," "where," and "which." The following examples show how two sentences can be combined as one using an adjective clause.

Two Sentences		One Sentence with Adjective Clause
The colonists were unhappy. They decided to boycott English goods.	>	The colonists <u>who were unhappy</u> decided to boycott English goods.
July 4 was the day. America declared its independence.	>	July 4 was the day <u>that America declared its independence</u>.
That was the place. The colonists kept their guns there.	>	That was the place <u>where the colonists kept their guns</u>.
The English got the guns. The Americans had the guns.	>	The English got the guns <u>which the Americans had</u>.

Remember that an adjective clause goes after the noun it's describing. On the next page is an excercise giving you practice with writing sentences with adjective clauses.

The Shot Heard Around the World

D. Language Activity (continued)

Combine the two sentences in each group into one sentence with an adjective clause. Use the relative pronoun in parentheses at the end of each sentence. The first one is done for you.

1. The English passed taxes.

   The colonists did not like the taxes. (that)

   The English passed tax laws that the colonists did not like.

2. Some Americans threw tea into the harbor.

   The tea was on an English ship. (which)

3. Soldiers closed the port.

   Soldiers were sent to Boston. (who)

4. English soldiers went to Concord.

   The colonists had guns and ammunition there. (where)

5. Spies worked for the Sons of Liberty.

   Spies learned that the English soldiers were going to Concord. (who)

The Shot Heard Around the World

D. Language Activity (continued)

6. The Minutemen were American soldiers.

   The Minutemen fought the English soldiers at Lexington.

   _____

   _____

7. Three men told the colonists that the English were coming.

   Three men were in the Sons of Liberty. (who)

   _____

   _____

8. The American Revolution inspired people in many countries.

   The American Revolution was the first democratic revolution in the world. (which)

   _____

   _____

The Shot Heard Around the World

Key to Activities

Language Activity #1

1. They wanted to find any guns or ammunition that the colonists had there.
2. It began on April 19, 1775 in Lexington, Massachusetts.
3. No one knows who fired the first shot that started the Revolution.
4. It inspired people in other countries who also wanted democratic revolutions.

History Activity #2

"Impossible" should be "Intolerable"; "Revere" should be "Gage"; "New York" should be "Boston"; "Maryland" should be "Massachusetts"; "Indians" should be "colonists"; "St. Augustine" should be "Lexington"; "Marines" should be "Minutemen"; "1975" should be "1775"; "Frenchmen" should be "Americans"; "Spanish American War" should be "American Revolution"

History Activity #3

1. a, 2. b, 3. b

Language Activity

2. Some Americans threw tea which was on an English ship into the harbor.
3. Soldiers who were sent to Boston closed the port.
4. English soldiers went to Concord where the colonists had guns and ammunition.
5. Spies who worked for the Sons of Liberty learned that the English soldiers were going to Concord. (Spies who learned that the English soldiers were going to Concord worked for the Sons of Liberty.)
6. The Minutemen who fought the English soldiers at Lexington were American soldiers.
7. Three men who were in the Sons of Liberty told the colonists that the English were coming.
8. The American Revolution, which was the first democratic revolution in the world, inspired people in many countries.

IN CONGRESS. JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America,

AMERICA DECLARES ITS INDEPENDENCE

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America Declares Its Independence

A. New Words to Learn and Use

commander	ambassadors	loyalist	independence
independent	to declare	declaration	

1. commander - the person who leads an army

   George Washington became the commander of the American army.

2. ambassadors - people who go to one country to represent another country

   Ambassadors from America went to talk to the leaders of England and Spain.

3. loyalist - a colonist who did not want the colonies to separate from England.

4. independence - freedom

   The loyalists did not want independence for America.

5. independent - free (the adjective form of "independence")

   Some people wanted America to be independent.

6. to declare - to say something

   Ben Franklin wanted the colonies to declare independence.

7. declaration - saying something (noun form of "declare")

   The colonial leaders signed the Declaration of Independence on July 4, 1776.

America Declares Its Independence

B. Mini-Reading

In May, 1775, the colonial leaders met in Philadelphia for the Second Continental Congress. This Congress became the government of the American colonies. The members of the Congress made George Washington the commander of the army. They also sent ambassadors to other countries to ask for help in fighting England.

The members of the Congress also talked among themselves about independence from England. Some wanted independence. Others were afraid of independence. The following is a conversation that might have happened between Ben Franklin of Pennsylvania, who wanted independence, and a loyalist at the Congress who was against independence.

Loyalist: Why are we fighting this war with England? Do we want the English soldiers to leave? Do we want Parliament to stop these taxes? What do we want?

Franklin: In my opinion, we want to be free from England. We must become independent.

Loyalist: We cannot be independent. We are Englishmen and will always be Englishmen.

Franklin: But England does not rule us well. We cannot be part of a country that takes away our self-government.

Loyalist: But we will never win a war against England.

Franklin: Why not?

Loyalist: If we declare independence, England will fight until they win. Our army is too weak to fight the English for a long time.

Franklin: But we might get help from France and other countries in Europe.

B. Mini-Reading (continued)

Loyalist: We are not sure of that.

Franklin: The war has lasted a year and many of our people have died. Have they died for nothing? No! We must declare independence now!

In June, 1776, the Congress asked Thomas Jefferson from Virginia to write a paper that said the colonies were free from England. That paper was the Declaration of Independence. The members of the Congress signed the Declaration on July 4, 1776. That is the day that Americans celebrate as their Independence Day.

America Declares Its Independence

C. History Activity #1

True or False

If the statement is true, write "true" on the line if front of the statement. If it is false, write "false" and correct it so that it is true. The first one is done for you.

1. False In May, 1775 colonial leaders met in Philadelphia for the ~~First~~ Second Continental Congress.

2. _____ The Second Continental Congress became the government for the Americans.

3. _____ The members of Parliament made George Washington Commander of the Army.

4. _____ The Congress sent ambassadors to England to ask for help in fighting their war.

5. _____ The members of the Congress talked about independence from England.

6. _____ It was easy for them to declare independence from England.

7. _____ The Declaration of Independence was a paper that said the colonies were no longer part of England.

8. _____ Thomas Jefferson wrote the Declaration of Independence.

9. _____ The members of the Congress signed the Declaration of Independence on June 4, 1776.

America Declares Its Independence

C. History Activity #2

For or Against (Making Inferences)

It was not easy for the members of the Second Continental Congress to decide to declare independence. There were many arguments for independence and many arguments against it. Below are some of the arguments used by the colonial leaders when they were talking about independence. After you read each argument, write "for" if you think it is for independence or "against" if you think it is against independence. Some of the arguments below are from the mini-reading "America Declares Its Independence." Others are not from the mini-reading. To answer those items you must make inferences. The first two are done for you.

1. against "We must always be Englishmen. We cannot separate ourselves from our mother country."
2. for "England does not rule us well."
3. _____ "Our army is too weak to fight England for a long time."
4. _____ "Other countries will help us against England."
5. _____ "We must declare independence before some of the colonies declare independence by themselves."
6. _____ "The soldiers will arrest us and put us in jail."
7. _____ "Our young people must not die only because we do not like English taxes. We must have complete freedom."
8. _____ "Our businesses will lose money if we don't have England's help."

America Declares Its Independence

C. History Activity #3

Understanding the "Declaration of Independence"

Parts of the Declaration of Independence are re-written below in a short and simple form. A very important word in the Declaration of Independence is "rights." Rights means those things that a person can have and do within a country. For example, the colonists believed that they had the right to tax themselves. That means that they believed that they could make their own tax laws. This was something that they could do in their own country.

Read the simple form of the "Declaration of Independence" and answer the questions on the next page.

The Declaration of Independence (simple form)

We colonists have decided to separate from England and make a new nation. We believe that we should tell the world why.

We believe that God gave rights to all people. Some of them are the right to life, the right to freedom, and the right to try to find happiness. A government's job is to protect these rights. That's why governments have certain powers.

When a government tries to take away the rights that God gave, the people have the right to end that government and make a new one. We realize that a government that has lasted a long time should not be changed for some little reason. But what can we do when that government destroys people's rights for a long time? We believe that we must separate from that government and make a new one.

For these reasons we declare ourselves free from England.

America Declares Its Independence

C. History Activity #3 (continued)

The questions below are about the simple form of the Declaration of Independence. Underline the correct answer.

1. The writers of the Declaration believed that God gave people _____.

   (a) powers (b) rights (c) protection

2. The Declaration of Independence says that governments have certain powers to _____.

   (a) protect their people (b) protect God (c) take away people's rights

3. The colonial leaders wrote the Declaration of Independence because _____.

   (a) they wanted to find happiness.

   (b) England took away their rights.

   (c) God did not protect their rights.

4. The most important reason for writing the Declaration of Independence was_____.

   (a) to ask the English government to give rights to the colonists.

   (b) to ask God to help the colonists get their rights.

   (c) to say that the colonies were separated from England.

America Declares Its Independence

D. Language Activity

Nouns and Adjectives

Some words have a noun and adjective form. See the list of some of them below:

Noun	Adjective
independence	independent
democracy	democratic
anger	angry
death	dead
absence	absent

Remember that an adjective goes in front of a noun or after a linking verb.

The old general was tired.

A noun must be the subject, direct object or object of a preposition.

Washington commanded the army for the Americans.

A noun can also go after a linking verb.

Washington was a general.

In the sentences below, choose the correct form of the word in parentheses and write it on the blank in the sentence. The first one is done for you.

1. Some colonial leaders were absent (absence, absent) from the Second Continental Congress.
2. Most of the leaders at the Congress wanted _____ (independence, independent) for the colonies.

America Declares Its Independence

D. Language Activity (continued)

3. Some of the leaders were afraid of _____.(independence, independent)
4. The _____(death, dead) of many American soldiers was one reason for declaring independence.
5. The leaders said, "Our young men are not _____(death, dead) for nothing. We must declare _____." (independence, independent)
6. No one was _____(absence, absent) from the Continental Congress on July 4, 1776.
7. On July 4, 1776 America became_____.(independence, independent)
8. America became a _____(democracy, democratic) country.
9. Americans were fighting for _____.(democracy, democratic)
10. King George was very _____(anger, angry) when he read the Declaration of Indepedence.
11. Because of his _____(anger, angry) King George III sent more soldiers to fight the Americans.

America Declares Its Independence

Key to Activities

History Activity #1

2. true, 3. false; change "Parliament" to "the Second Continental Congress,"
4. false; change "England" to "other countries," 5. true,
6. false; change "easy" to "not easy," 7. true, 8. true,
9. false; change "June" to "July"

History Activity #2

3. against, 4. for, 5. for, 6. against, 7. for, 8. against

History Activity #3

1. b, 2. a, 3. b, 4. c

Language Activity

2. independence, 3. independence, 4. death, 5. dead, 6. absent,
7. independent, 8. democratic, 9. democracy, 10. angry, 11. anger

AMERICA FIGHTS AND WINS

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America Fights and Wins

A. New Words to Learn and Use

navy	its own, their own		mecernary	aid
battle	to defeat	to surrender	to accept	boundaries

1. navy - the army that fights on the sea

   The British had a strong navy, but the Americans didn't.

2. its own, their own- belonging to it or them.

   The Americans were protecting their own homes, not the homes of someone else.

3. mercenary - a soldier from one country who fights for another country for money.

   The English used mercenaries in the American Revolution.

4. aid - help

   The United States asked France for aid.

5. battle - fighting in a war

   The last battle of the Revolution was in Yorktown, Virginia.

6. to defeat - to win over an enemy in a battle or a war

   France helped the Americans defeat the British at Yorktown.

7. to surrender - to stop fighting because the other side in a battle won

   After General Cornwallis lost the battle of Yorktown, the English surrendered.

8. to accept - to take as your own

   The Americans accepted the land that England gave them.

9. boundaries - the outside edge of a country

   After the Treaty of Paris in 1783 the United States had new boundaries. The boundaries were Canada in the north, the Atlantic Ocean in the east, Spanish Florida in the south, and the Mississippi River in the west.

America Fights and Wins

B. Mini-Reading

The American Revolution was not easy for the Americans. England was a wealthy country with a strong army and navy. The American army was not strong and the navy had no ships of its own. Also, the American government did not have much money.

However, there were many things that helped the Americans. They were fighting in their own country and protecting their own homes. Freedom was important to them. The English soldiers, who were far from home, were fighting in a strange land. Some of the soldiers in the army were mercenaries who were not fighting for their mother country, but were fighting for money, Also, many people in England were getting tired of the war in the colonies.

The English won many battles, but they could not win the war. The Americans were able to win the last battle of the war because of the aid of France. In October, 1781, France helped the Americans defeat the English at Yorktown, Virginia. On October 19, 1781, General Cornwallis surrendered his army to General Washington. This bat-le ended the American revolution.

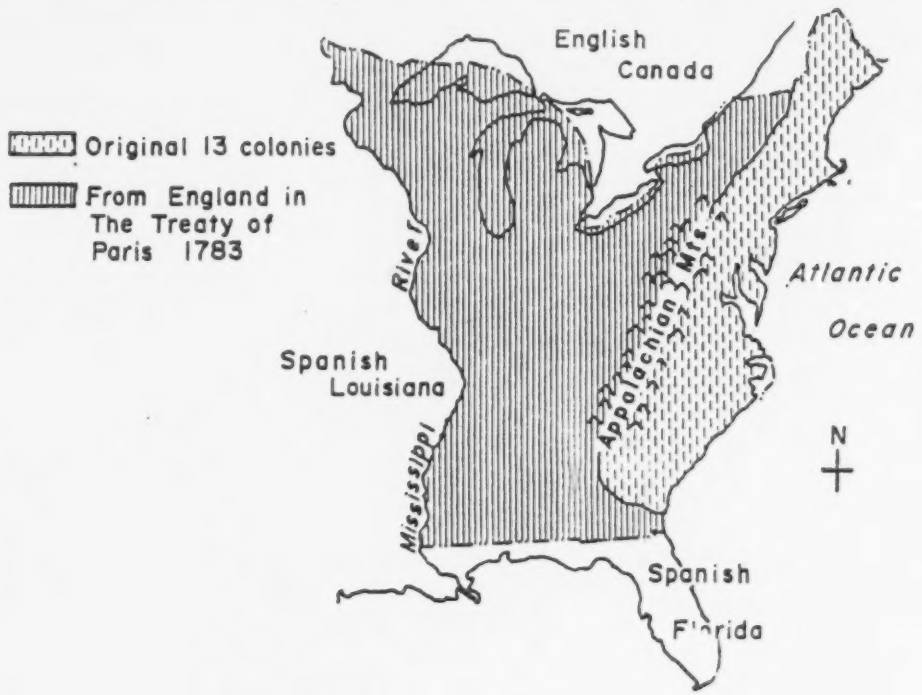
England and the new United States of America made a peace treaty in Paris on January 20, 1783. In this treaty, the English accepted the independence of the American colonies. England also gave the United

B. Mini-Reading (continued)

States land between the Appalachian Mountains and the Mississippi River.

Look at the map below to see the boundaries of the United States in 1783.

The United States of America in 1783



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America Fights and Wins

C. History Activity #1

Mini-Reading Questions

The following questions are about the information in the mini-reading "America Fights and Wins." Answer them with complete sentences.

1. What were two things that made the American Revolution difficult for the Americans?

2. What were two things that made the American Revolution difficult for the English?

3. What country helped the Americans win the Revolution?

4. When did the Revolution end?

5. When did England and the United States sign a peace treaty?

America Fights and Wins

C. History Activity #2

Advantages and Disadvantages

Advantages in a war are things that make it easier for a country to fight a war. Disadvantages are things that make it more difficult for a country to fight a war. Below are lists of advantages and disadvantages of the Americans and English during the Revolution. Write "English" or "American" on the line in front of each statement. The first one is done for you.

Advantages of the Americans and English During the Revolution

1. English They had a strong army.
2. _____ They were fighting in their own land.
3. _____ They were protecting their homes.
4. _____ Their government was wealthy.
5. _____ They wanted freedom.
6. _____ They had a strong navy.

Disadvantages of the Americans and English During the Revolution

7. _____ They had a weak army.
8. _____ They were far from home.
9. _____ Their government did not have much money.
10. _____ Their people were getting tired of sending soldiers to fight the war in the colonies.

America Fights and Wins

C. History Activity #3

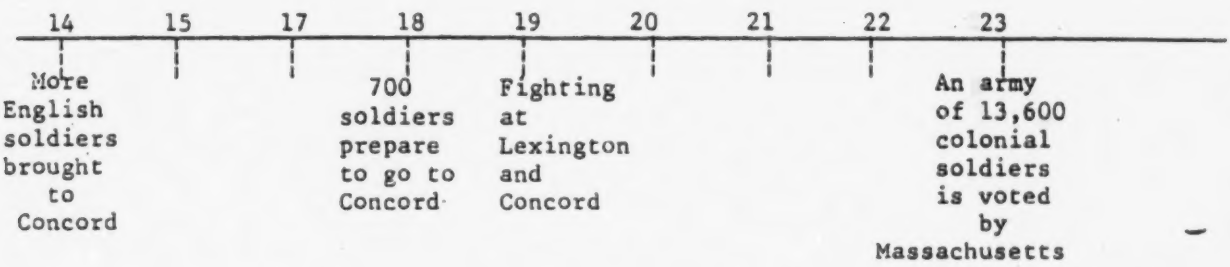
Reading A Timeline

A timeline shows the chronological order of things that happened in history. Some timelines are vertical. (See Timeline A below.) In a vertical timeline, the earliest date is at the top. Some timelines are horizontal. (See Timeline B below.) In a horizontal timeline the earliest date is on the left. Both timelines below show part of the month of April, 1775.

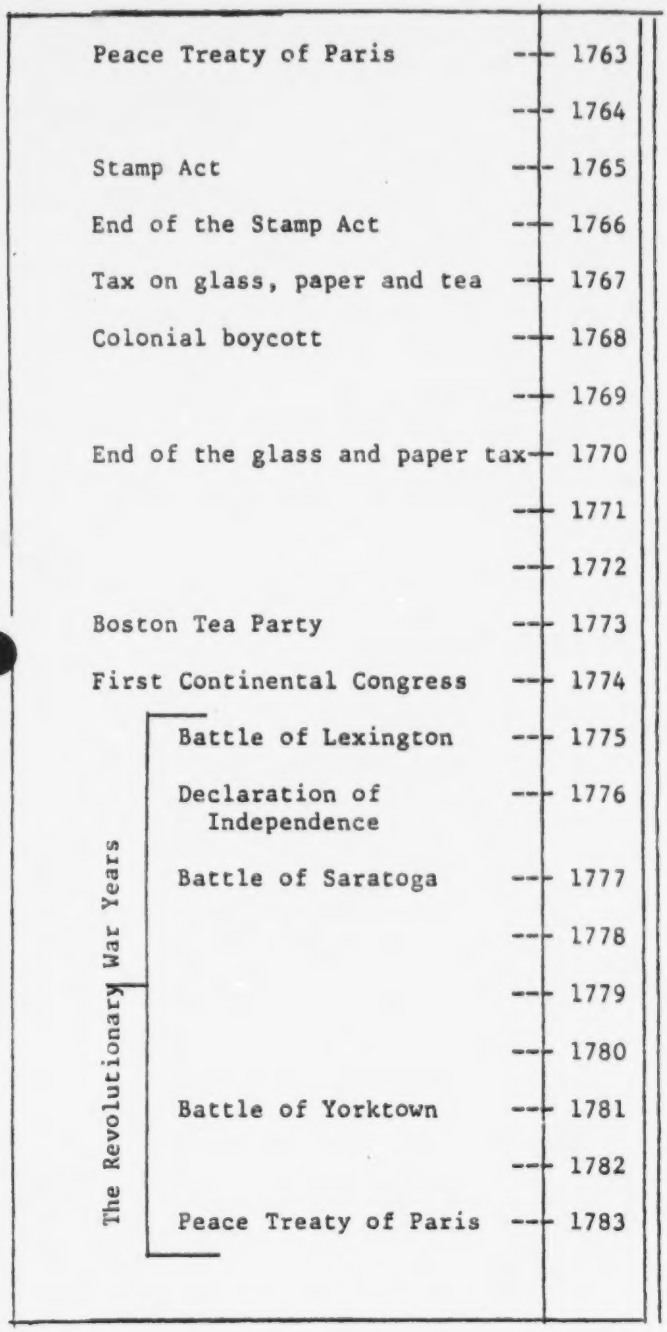
Timeline A April, 1775

14 — More English soldiers are brought to Boston
15
16
17
18 — 700 soldiers prepare to go to Concord
19 — Fighting at Lexington and Concord
20
21
22
23 — An army of 13,600 colonial soldiers is voted by Massachusetts

Timeline B April, 1775



C. History Activity #3 (continued)



Answer the following questions using the timeline to the left. Underline your answer.

1. How many years did the Stamp Act last?
   (a)one (b) three (c) five
2. How many years did the tax on glass and paper last?
   (a) one (b) three (c) five
3. The fighting in the Revolution started at Lexington and ended at Yorktown. How many years did the fighting last?
   (a) four (b) six (c) eight
4. Which of the following happened first?
   (a) the Stamp Act
   (b) the Treaty of Paris in 1783
   (c) the First Continental Congress
5. When did England and the United States sign the treaty that ended the American Revolution?
   (a) 1763 (b) 1776 (c) 1783

America Fights and Wins

D. Language Activity

Choosing a Topic Sentence

A paragraph is a group of sentences about one main idea. Most paragraphs contain a sentence that tells the main idea of that paragraph. The sentence that has the main idea is called the "topic sentence." Often, the topic sentence is the first sentence of the paragraph.

The paragraphs below are about a famous battle in the American Revolution. They have no topic sentences. Read each paragraph and choose the best topic sentence from the choices below the paragraph. Write that sentence on the line in the paragraph. The first one is done for you.

The Battle of Saratoga

1. <u>The Hudson River, in New York, was a very important river during the Revolution.</u> Without the control of this river, it would have been difficult for the Americans to continue the revolution. The English controlled the American ports. The people in New England had to use the Hudson to send the goods from their industries to help the other colonies in the war.

Choose the best topic sentence and write it on the line above.

a. The English controlled the American ports during the Revolution.

b. The Hudson River in New York, was a very important river during the Revolution.

c. The people in New England helped the colonies during the Revolution.

D. Language Activity (continued)

2. _____

_____. In June, 1777, the English leaders told General Burgoyne to leave Canada and march to Albany, New York. They wanted him to take Albany from the Americans. This would give the English control of the Hudson River and help them win the war.

Choose the best topic sentence and write it on the line above.

a. General Burgoyne wanted to go to New York City.

b. The English believed that the Hudson River was part of Canada.

c. The English saw the importance of the Hudson River and wanted to control it.

3. _____

_____. Burgoyne's army had to go through very thick forests. It also had to cross many small rivers and swampy places. This difficult trip made many of his men sick.

Choose the best topic sentence and write it on the line above.

a. General Burgoyne was not a good general.

b. The march from Canada to New York was very difficult.

c. Burgoyne's army did not know how to get to New York.

D. Language Activity (continued)

4. _____

_____. One thing that happened, was that some of the Indians who were with General Burgoyne killed an American woman. This made some of the loyalists in New York dislike the English. The other thing that happened was that the Americans killed many of his men when he sent them to Bennington, Vermont to get food and horses.

Choose the best topic sentence and write it on the line above.

a. During the march to Albany, two things happened to Burgoyne that made things more difficult for him.

b. During the march to Albany, General Burgoyne did not want the Indians to hurt the American woman.

c. During the march to Albany, General Burgoyne's soldiers became very hungry.

5. _____

_____. Some of the Americans were hiding behind the trees and the tired and hungry English soldiers could not see them very well. The Americans also had better guns than the English. These things helped the Americans defeat the English at Saratoga on October 17, 1777.

Choose the best topic sentence and write it on the line above.

a. Several things helped the Americans defeat the English in an important battle near Saratoga, New York.

b. In an important battle near Saratoga, New York, the Americans had better rifles.

c. In an important battle near Saratoga, New York, the Americans were hiding behind the trees.

D. Language Activity (continued)

6. _____

_____. It encouraged the American patriots to fight harder. It brought many other Americans to fight in the army. Most important, it brought France into the Revolution. After this battle, France sent its army and navy to help the Americans against England.

Choose the best topic sentence and write it on the line above.

a. The English lost the battle of Saratoga.

b. After the Battle of Saratoga, many loyalists came to the side of the American patriots.

c. Winning the Battle of Saratoga was very important for the Americans.

America Fights and Wins

Key to Activities

History Activity #1

1. England was a wealthy country with a strong army and navy. The American army was not strong and the navy had no ships of its own. (Another thing is the American government did not have much money.)
2. The English soldiers were far from home and were fighting in a strange land. Many people in England were tired of the war in the colonies.
3. France helped the Americans win the Revolution.
4. The revolution ended in October, 1781.
5. England and the United States signed the Peace Treaty of Paris in January, 1783.

History Activity #2

2. American, 3. American, 4. English, 5. American, 6. English,
7. American, 8. English, 9. American, 10. English

History Activity #3

1. a, 2. b, 3. b, 4. a, 5. c

Language Activity

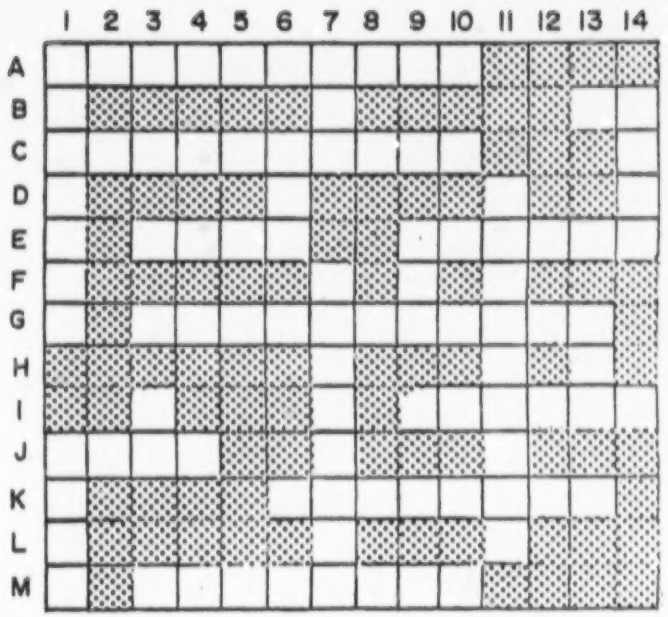
2. The English saw the importance of the Hudson River and wanted to control it.
3. The march from Canada to New York was very difficult.
4. During the march to Albany, two things happened to Burgoyne that made things more difficult for him.
5. Several things helped the Americans defeat the English in an important battle near Saratoga, New York.
6. Winning the Battle of Saratoga was very important for the Americans.

SUMMARY ACTIVITIES:
THE AMERICAN REVOLUTION

The American Revolution

Summary Activity #1

Crossword Puzzle



Across Questions

A 1 The English General at Yorktown

B 13 Initials of the writer of the Declaration of Independence

C 1 The ___ Acts said Americans could trade only with England.

E 3 England imposed taxes on the colonies because of its large _____.

E 9 The ___ of Paris in 1783 ended the American Revolution.

G 3 The___ of Independence

I 9 Americans fought the Revolution because England took away their _____.

J 1 England taxed this

K 6 The last battle of the Revolution

M 3 Five colonists were killed in the Boston _____.

Down Questions

1 A The English went here to get guns and ammunition from the colonists.

1 J The Sons of _ _ _ _ _ r t y

3 I Initials of a person killed in the Boston Massacre

6 C Parliament passed the Stamp ____.

7 A The colonists did not want to pay a ____ of taxes.

7 F General Burgoyne was defeated at _____.

9 E The Sons of Liberty threw ____ into the Boston Harbor.

11 D The Revolution began here.

13 G The colonists did ___ want taxation without representation.

14 B America became independent in ____, 1776

The American Revolution

Summary Activity #2

Chronological Order

Number the following according to the order that they happened in time. Put a "1" in front of the event that happened first, a "2" in front of the event that happened second, and so on.

_____ Parliament passed the Stamp Act.

_____ The American Revolution began.

_____ Five colonists were killed in the Boston Massacre.

_____ Cornwallis surrendered in the Battle of Yorktown.

_____ The French and Indian war ended.

_____ England and the United States signed the Treaty of Paris.

_____ The Sons of Liberty threw a cargo of tea into the Boston Harbor.

_____ Colonial representatives went to Philadelphia for the First Continental Congress.

_____ Members of the Second Continental Congress signed the Declaration of Independence.

The American Revolution

Summary Activity #3

Map Test

Use the map below to answer the following questions. Complete sentences are not necessary.

1. In what direction would you travel to go from New York City to Saratoga?

2. The last battle of the war was at Yorktown. What river is it on?

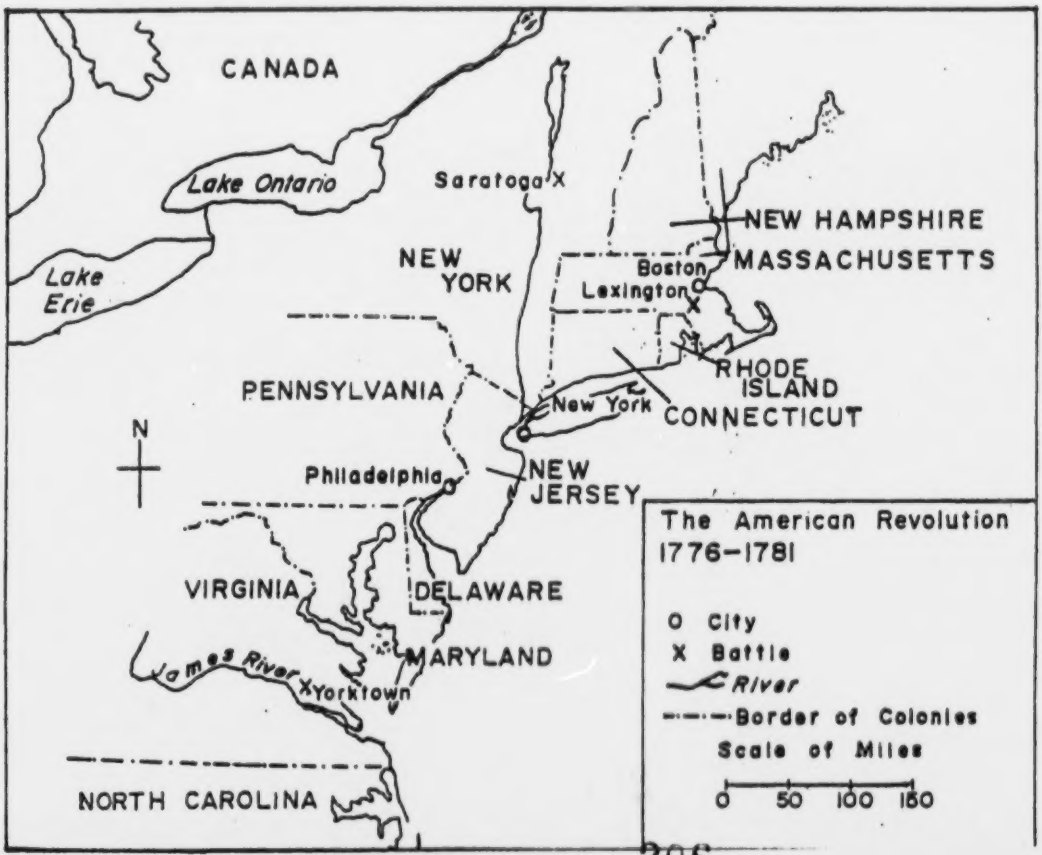
3. The city of Boston is in what colony?

4. About how far is it from New York to Yorktown.?

5. Which battle was east of Lake Ontario?

6. How many of the cities shown on the map are port cities?

7. About how far is it from Yorktown to Saratoga?



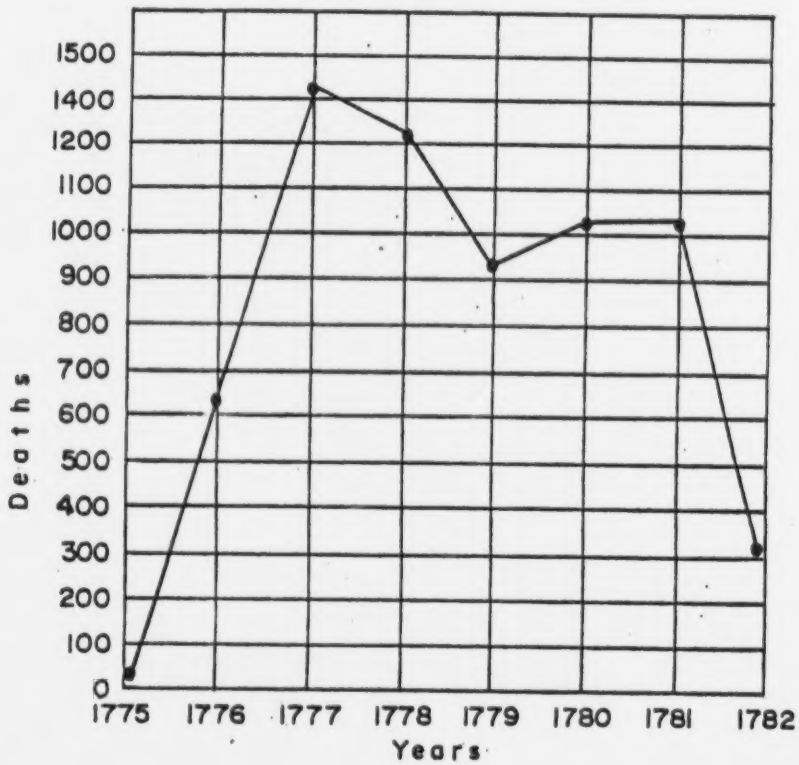
235

The American Revolution

Summary Activity #4

Reading a Graph

Americans Killed in the Revolutionary War



Use the graph above to answer the following questions. Complete sentences are not necessary.

1. What is the graph about?
2. About how many deaths were there in 1779?
3. Which year had the most deaths?
4. Which year had the fewest deaths?
5. What happened to the deaths between 1781 and 1782? Why do you think that happened?

The American Revolution

Summary Activity #5

Map Activity

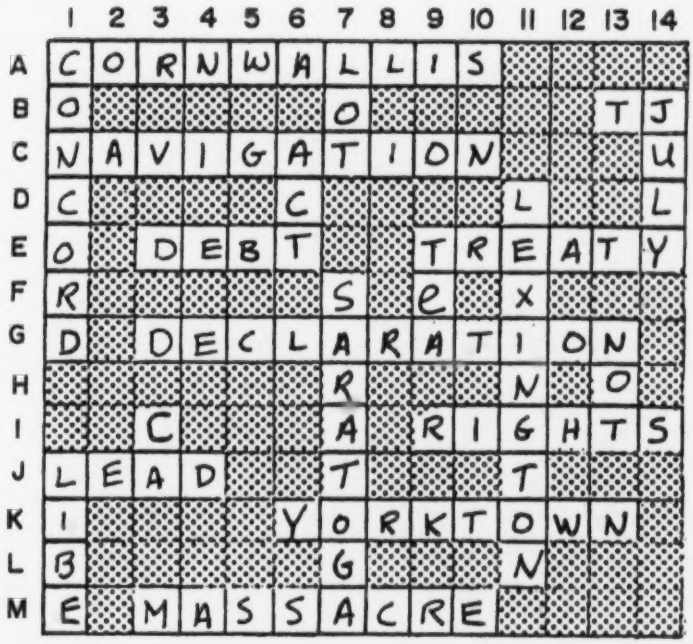
Write the following in the correct place on the map below:

English Canada	Spanish Florida	Spanish Louisiana
the Atlantic Ocean	the Mississippi River	the Appalachian Mountains

The American Revolution

Key to Summary Activities

Summary Activity #1


1 2 3 4 5 6 7 8 9 10 11 12 13 14
A C O R N W A L L I S
B O O T J
C N A V I G A T I O N U
D C C L L
E O D E B T T R E A T Y
F R S E X
G D D E C L A R A T I O N
H R N O
I C A R I G H T S
J L E A D T T
K I Y O R K T O W N
L B G N
M E M A S S A C R E

Summary Activity #2

2 Parliament passed the Stamp Act.

5 The American Revolution began.

3 Five colonists were killed in the Boston Massacre.

8 Cornwallis surrendered in the Battle of Yorktown.

1 The French and Indian War ended.

9 England and the United States signed the Treaty of Paris.

4 The Sons of Liberty threw a cargo of tea into the Boston Harbor.

6 Colonial representatives went to Philadelphia for the First Continental Congress.

7 Members of the Second Continental Congress signed the Declaration of Independence.

Key to Summary Activities (continued)

Summary Activity #3

1. north, 2. the James River, 3. Massachusetts, 4. about 250 miles,
5. the Battle of Saratoga, 6. three, 7. about 475 miles.

Summary Activity #4

1. the number of Americans killed in the Revolutionary War,
2. about 910, 3. 1777, 4. 1775, 5. They decreased. The fighting ended in 1781.

Summary Activity #5

(For the answers see the map on page 3 in "America Fights and Wins.")